

# SIERRA EDUCATIONAL NEWS BOOK REVIEW



OFFICIAL JOURNAL  
OF THE  
CALIFORNIA TEACHERS' ASSOCIATION

# California School of Arts and Crafts

Regular Classes in

**Free-hand and Mechanical Drawing, Perspective,  
Lettering, Designing, Illustrating,  
Modeling, Life and Anatomy**

Special Classes in

**Metal Work and Descriptive Geometry**  
**DAY, NIGHT AND SATURDAY CLASSES**

Special Class in

**Architectural Rendering**

TELEPHONE  
BERKELEY 3309



Arts and Crafts Building  
2130 CENTER ST.  
BERKELEY, CALIF.

WRITE FOR CATALOGUE

The school specializes in training drawing teachers, designers, and  
illustrators.

DESIGN ON FRONT COVER MADE BY PUPILS OF THIS SCHOOL

## BRAUN-KNECHT-HEIMANN-CO.

**WE ASK YOU TO  
USE OUR SAMPLE ROOM JUST AS YOU  
WOULD A MUSEUM. COME AND MAKE  
YOURSELF THOROUGHLY AT HOME  
AND INSPECT OUR APPARATUS.**

WRITE FOR CIRCULAR J1—IT WILL INTEREST YOU

**THE RIGHT PLACE TO PURCHASE  
YOUR LABORATORY EQUIPMENT**

**BRAUN - KNECHT - HEIMANN COMPANY**  
**SAN FRANCISCO**

Say you saw it in the Sierra Educational News.







# Contents

FEBRUARY, 1909

	Page
Editorial Comment—	
County Supervision.....	5
A Sound Decision.....	6
A Stimulating Report.....	8
James Denman, Benefactor.....	9
Thank You Kindly.....	9
Phosphorescents .....	10
Some Needed Improvements in the Elementary School Curriculum	
—David Rhys Jones.....	11
Tasks for Men.....	26
Improving County School Supervision—Dr. Edward P. Cubberley..	27
The Puzzle (verse).....	32
The Community and the School—T. L. Heaton.....	33
Report of Committee on Affiliation of Educational Organizations..	40
Gleanings—	
Elementary and High Schools.....	49
Outside the State.....	53
Universities of the State.....	56
Our Book Shelf.....	57
California Educational Directory.....	59

# THROUGH TROPIC CLIMES

Atlantic Steamship Lines  
New Orleans-New York Service

---

In connection with the Sunset  
Route between San Francisco,  
Los Angeles and New Orleans.

Largest American coastwise  
steamers—elaborately furnished  
staterooms—electric lighted  
throughout. Perfect dining ser-  
vice. First cabin, \$35.00; round  
trip \$60.00. Second cabin \$27.50.  
Includes berth and meals en  
route.

---

SEE AGENTS

## Southern Pacific

Say you saw it in the Sierra Educational News.

# The Argonaut.

## A Weekly Newspaper of Criticism and Comment

Readers of the "Argonaut" everywhere—and there is practically no accessible spot on the globe where the "Argonaut" does not go regularly each week—know from experience, together with that close, intimate relation existing only between reader and publisher of the long established and ideal newspaper, what manner of publication it is. To those who heretofore have not enjoyed that mental stimulus which flows from the columns of the "Argonaut," let it be said that for clear-cut comment upon vital topics of the day; editorial expression at once frank, vigorous, and of a kind found nowhere else; departments of compelling interest—Literature, Art, Music and Drama, Foreign Correspondence, etc., the "Argonaut" occupied a field which for more than thirty years has been peculiarly its own.

Per Year, \$4.00; Six Months, \$2.10; Three Months, \$1.10

**THE ARGONAUT PUBLISHING CO., 406 Sutter St., San Francisco, Cal.**

Upon request, free sample copies will be forwarded to any address, postage paid. Sign and mail attached coupon.

Name.....

S. E. N. Address.....

New York World: That delightful Pacific Coast periodical of literature, the "Argonaut."

## THE BEST READERS THE BEST LITERATURE

The Baker and Carpenter Language Readers provide the best selection of real literature that is offered for children's reading, with notes that ensure better appreciation, word-studies, and suggestions for correlated language work. The remarkable popularity they have acquired in a short time and the enthusiasm of both teachers and children who use them warrant our claim that they mark a long step in advance in the making of readers.

### HOW WE TRAVEL

By James Franklin Chamberlain, Department of Geography, State Normal School, Los Angeles, California. 12mo. Cloth. ix+227 pages. 40 cents net.

The fourth volume of the Home and World Series of geographical readers. In addition to methods of travel in many ages and many lands, there are described the most important systems of communication in use at the present time.

### THE WONDERFUL HOUSE THAT JACK HAS

By Columbus N. Millard, Supervisor of Grammar Grades, Buffalo Public Schools, 12mo. xii+359 pages. 50 cents net.

Prepared as a supplementary reader in physiology and hygiene, it may well serve as an elementary text. It is accompanied by an abundance of questions and a full glossary.

### THE HIGH SCHOOL SONG BOOK

Compiled and arranged by Edward J. A. Zelnor. For use in Boys' and Mixed High Schools. 8vo. Cloth. iv+244 pages. 85 cents net.

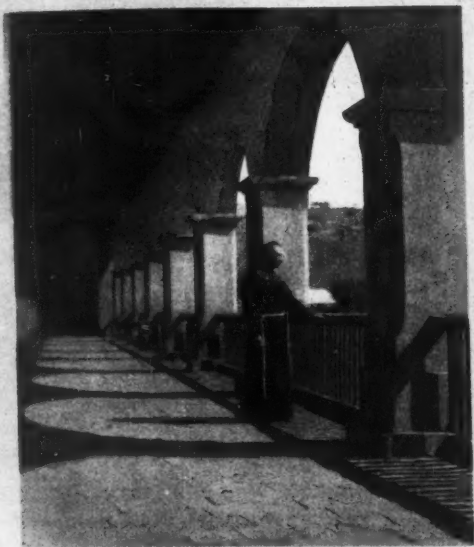
This collection of popular songs is intended to meet the demand for a practical book of the kind suited to the vocal conditions found in high schools, and more especially in boys' schools.

## THE MACMILLAN COMPANY

571 Market Street

San Francisco

Say you saw it in the Sierra Educational News.



MISSION SANTA BARBARA, CALIFORNIA  
By WAYNE C. ALBEE

# SIERRA EDUCATIONAL NEWS

## AND BOOK REVIEW

---

Vol. V.

FEBRUARY, 1909

No. 2.

---

PUBLISHED BY THE CALIFORNIA TEACHERS' ASSOCIATION

AT

50 Main Street, San Francisco, California

L. E. ARMSTRONG . . . . . Editor and Manager

---

Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879.

---

SUBSCRIPTION, \$1.00 PER YEAR

10 CENTS A COPY

---

## Editorial Comment

---

### County Supervision

The proposed constitutional amendment providing for an alternate method of selecting county superintendents is attracting considerable attention. It is somewhat surprising to discover that the legislature is competent under the Constitution to provide for the election or appointment of all the county officers, with the sole exception of the county superintendent. This officer must be chosen by the people at a regular election. Just why the framers of the Constitution opened the road for a possible appointment of sheriffs, assessors, and auditors, while blocking it against the selection of the superintendent does not appear. The proposed amendment aims simply at removing this constitutional prohibition. It seeks to place the county superintendency in the same class with the other county offices.

There seems to be a mistaken notion in some quarters that the passage of the amendment by the people would forthwith do away with the election of the county superintendent. In fact it would simply open up an alternative method that

might or might not be employed. It would remain for the advocates of the appointment method to convince the people that the present plan is inadequate and should give way to the new. We all know that the present plan has certain disadvantages, but we rightly demand in this as in other matters that clear constructive criticism shall show us a better method before we part with the old. The burden of proof must rest with those who would change the existing order.

On the other hand, to deny the opening of an alternative method of selecting superintendents is to close a possible road to progress. Full and free discussion of this important question should be encouraged, and this is practically denied so long as there is a constitutional prohibition of a method believed by many to be superior to the existing one. Fair play demands that the doors be thrown open. The amendment should go through, whether we believe in the method of appointment or not.

\* \* \* \*

### **A Sound Decision**

In a recent decision the supreme court of Illinois holds that boards of education must not refuse admission to children for failure to comply with vaccination requirements. This decision is of special interest in California because vaccination is a tender spot with many parents and school people. Four years ago a bill repealing our vaccination law was passed by the legislature, but vetoed by the governor. Two years ago a similar bill lacked but a few votes. At the present session of the legislature another attempt at repeal was made, but the bill was reported upon adversely. However, there can be little doubt that the agitation for the repeal of the present law will continue. The Illinois decision opens up a possible method of relief.

This vaccination problem is like Banquo's ghost. There is an increasing number of people who feel that compulsory vaccination is a violation of their personal rights not warranted by the service rendered to society. Based on delegated authority only, the regulations of society must be clearly justifiable. Society must make out its case every time, other-

wise there is an indubitable violation of personal rights. A doubt should be resolved in favor of the individual.

With this plain basis in mind, we may well question whether society in this state has presented a convincing case in making vaccination prerequisite to entering our public schools. It is a serious matter deliberately to inoculate a healthy child with one disease that he may thereby possibly escape another. Even accepting the arguments of the vaccinationists as scientifically accurate, has society a right to inject the virus of cowpox into a child's veins to guard against a remote possibility of smallpox?

It is to be feared that many parents do not understand the situation. They have been misled by such expressions as "pure vaccine." If more of these parents realized that they were deliberately inoculating their children with a disease which often leaves distressing disorders for years, the anti-vaccination movement would receive a tremendous impetus. It seems reasonable to claim that so severe and dangerous a preventive should be used only when clearly necessary. Should a real danger appear imminent, it might be well to insist upon compulsory vaccination for all, adults as well as children. But to require at all times that children be inoculated with cowpox, under pain of losing their education, seems indefensible.

We have in our midst thousands of adults who have not been vaccinated. There are other thousands who, though vaccinated years ago, are no longer immune. Either vaccinate all the adults or excuse the children. Truly, in such a manifest inconsistency, society's solicitude for the children is touching. Our past freedom from smallpox, coupled with our healthful climate and sanitary safeguards, indicate clearly that society in California has not made out a clear case in this matter of vaccination. We find for the complainants. Let the matter be made a voluntary one. We believe that the judgment, conscience, and common sense of our people will provide all needful action as occasion requires. In the meantime let us obey the law, because it is the law. But let us use all rightful means in our power for its repeal.

### **A Stimulating Report**

The thirteenth biennial report of the Bureau of Labor Statistics, covering the fiscal years 1906-1908, contains food for thought by the school authorities of California. The Commissioner states clearly his belief that these laws are not being properly enforced. He feels that greater care should be exercised in issuing age and schooling certificates. He says: "It has been the experience of the officers of this Bureau that some employers of child labor have not a very high ideal of the truth, and parents and guardians desiring to obtain certificates in order to enable minors to work are not affected with an overdose of conscientiousness. The Bureau has noted in many instances that permits were granted to minors that were wholly unnecessary. If the proper investigations had been made it would have been found that the child was seeking work because of its own desire rather than of necessity; that the home conditions of the family did not necessitate the labor of the child. We believe, from careful observation, that there are large numbers of children coming within the provisions of the present act (Compulsory Education Law) that are not in school, and that have received little or no education."

Now, fellow-workers in the educational field, if these things are true, we should be ashamed of ourselves. The present child labor and compulsory education laws were placed upon the statute books largely through our efforts. Is our devotion to the child to fail at the critical moment of the enforcement of wholesome law? The people rightly look to us to safeguard the interests of the children of the State. The responsibility is ours. Let us gird up our loins and get busy. Every teacher, principal, superintendent, and board of education should remember that

"The child's sob in the silence curses deeper  
Than the strong man in his wrath."



**James Denman, Benefactor**

In the death of James Denman on February 10, at the ripe age of eighty, California has lost a man to whom the State is greatly indebted for its present admirable school system. Every movement has its pioneers. In the history of our State two men stand out prominently to-day as educational pioneers, two men whom we delight to honor. John Swett is still with us. We love him and we trust he may remain till he tires of our company. James Denman has gone to his reward. A life full of magnificent service has come to its appointed end. Say not that republics are ungrateful and that the public is unappreciative. So long as the school system of California shall endure, the memory of James Denman will be an inspiration.

\* \* \* \*

**Thank You Kindly**

The editor is not insensible to the many expressions of commendation of our January number received from all sections of the State. But having been taken to task in a sweetly impersonal manner by a worthy contemporary editor for our personal viewpoint, we have tried in these editorials to profit by our brother's advice and example. We feel constrained, however, to express our appreciation of your appreciation, even though such expression may seem personal. Among other letters was one from John Swett, California's grand old man, which pleased the editor greatly. For terseness and practical suggestion it is a model. We take the liberty of quoting it verbatim: "Your initial number of the 'Sierra Educational News' is a strong one. Put me down as a subscriber and when the weather clears up so that I can get out I will send you a postal order." We like to get letters like that whether the writer is prominent in California education or not.

L. E. ARMSTRONG.

### PHOSPHORESCENTS.

No enemy is worth having unless his bitterness is big,—Hubbard.

\* \* \* \*

I love children. They do not prattle of yesterdays; their interests are all of to-day and the to-morrow—I love children.—Mansfield.

\* \* \* \*

I have never had a policy. I have simply tried to do what seemed best each day, as each day came.—Lincoln.

\* \* \* \*

Nothing is easier than fault-finding; no talent, no self-denial, no brains, no character are required to set up in the grumbling business.—Robert West.

\* \* \* \*

When the will defies fear, when the heart applauds the brain, when duty throws the gauntlet down to fate, when honor scorns to compromise with death—this is heroism.—Ingersoll.

\* \* \* \*

The sense of separateness is hell.—Hubbard.

\* \* \* \*

God never made a gymnasium. He did, however, make a garden.—Hubbard.

\* \* \* \*

Stand with anybody that stands right. Stand with him while he is right, and part with him when he goes wrong.—Lincoln.

\* \* \* \*

Gravity is the very essence of imposture.—Lord Shaftesbury.

\* \* \* \*

It was because Abraham Lincoln was the most human of human beings that he is loved as has never been any other man that ever lived.—Carr.

\* \* \* \*

No one is useless in the world who lightens the burden of it for any one else.—Dickens.

## **SOME NEEDED IMPROVEMENTS IN THE ELEMENTARY SCHOOL CURRICULUM.**

**Presented by David Rhys Jones, State Normal School, San Francisco.**

---

### **The Public Clamor for Reform.**

The public schools are being subjected to a veritable bombardment of criticism, ridicule, sarcasm, and helpful suggestion through the public press. Articles pointing to serious defects in the schools have appeared within the last few months in nearly every reputable monthly magazine. The daily press takes its occasional fling at our antiquated system. These criticisms indicate clearly popular dissatisfaction along two lines. First, it is claimed that the work in the elementary schools is wanting in thoroughness, particularly in reading, writing, spelling, arithmetic, and language. Secondly, the content of the traditional high school courses is said to be antiquated, unrelated to life, generally not worth while either as general culture or as useful knowledge, and particularly wanting in everything that makes for active, efficient life and self-support. Everyone who is capable of intelligent and impartial judgment is compelled to admit that these criticisms are, on the whole, well founded. But it is much easier to point out defects than to find and apply effective remedies. Almost without exception, these critics fail to offer any helpful, constructive suggestions. Many of them seem not to be aware of the fact that much is being accomplished in progressive communities in the way of reform. Our heredity has given us one conception of a school system, and our environment calls for a different one. We are today in a stage of transition; we may hope for better things tomorrow.

### **The Elementary School Curriculum is Overcrowded**

The elementary school, as its name suggests, is a school of elements. It must concern itself with the common needs of all, and it must be content with fundamental elements. It can not attempt to provide for special situations or to anticipate individual needs. At its best, it can not assume to do more

than give a good start in knowledge, in training, in interests and appreciations, in attitudes and habits.

In the universities and secondary schools, growth has been mainly along the lines of accretion rather than of reconstruction. New courses have been added in departments already in existence, and new departments have been created, from time to time, to meet the needs of the communities by which the schools are supported. The amount of work required of a student at any given time has not been materially increased. As in the case of the universities and secondary schools, reform in the elementary schools has been very largely a matter of accretion rather than of reconstruction. New studies have been added from time to time. Old studies have been expanded to keep pace with added knowledge. Enrichment has been our watchword. Practically nothing has been dropped, and every pupil is required to take everything that is offered. Music and drawing and nature study or agriculture and physiology and literature and manual training have been added by way of enrichment. The scope of such studies as history and geography has increased threefold in a single generation. Details have been insisted upon. Under a well-organized system of schools, the pupils enter at six years of age and are graduated at about fourteen. Pupils are today graduated from the high school at that period of maturity and development at which the older pupils left the elementary schools a generation ago.

Enrichment has been a good thing, but it has brought us to the verge of intellectual bankruptcy. We are attempting to teach much about many things, and we should not be surprised if the pupils know little about anything. Under our improved system there is too little time for reading, writing, spelling, arithmetic, and language drills. The mistake has not been made in introducing new subjects, but in failing to exclude non-essentials from both the old and the new subjects. We have been loath to let go of obsolete or useless materials. We have clung to worthless details. We have emphasized unimportant and valueless features in the newer work. Thoroughness in everything that is offered is absolutely impossible. Thoroughness in anything is becoming exceptional. It could

not very well be otherwise. The situation has a very serious educational significance. To know a few things well, to master a few things thoroughly, is a better educational experience than to grope around in a bewildering jungle of many things. The work in the elementary schools has increased to prohibitive proportions.

The remedy is simple. Let us eliminate the non-essential features in those topics which now have a place in the curriculum, and let us guard against the introduction of unnecessary details in whatever may be introduced later. I shall enumerate further on, by way of illustration, some of the non-essential features that should be omitted in arithmetic and history, taking these two subjects as being fairly typical of others in the curriculum. For the present, I will say that we can very well be rid of at least one-third of what we attempt in arithmetic and two-thirds of what we attempt but never succeed in teaching in formal grammar. One-half of what we now prescribe for mastery in history and geography may well be made supplemental reading for leisure hours; and practically all we teach in physiology and civics should give place to something more vital than empty nomenclature and useless scholastic classifications.

The homes of the poor may be usually distinguished from those of the more well-to-do by the accumulation of rubbish and junk of all kinds in the front and back yards. The courses of study in those cities and counties of the state that are poorest educationally may be readily distinguished from those in the more progressive communities by the accumulation of scholastic junk. A course of study crowded with non-essentials is no evidence of educational respectability. On the contrary, it is quite the opposite. A course of study over-crowded with the best things is evidence of professional incapacity. Our pupils are suffering from intellectual indigestion caused by overfeeding. The most urgent need in most cities and counties is a strong educational pruning-hook vigorously applied.

#### **The Average Ability of Pupils is Overrated**

As a natural consequence of over-crowding the courses of study, we have been obliged to force the work downwards into lower grades, until much of the work is beyond the power of

the pupils to deal with it effectively. We overrate at every step the ability of the pupils to do profitable work. At nearly every period in his elementary work, the pupil is forced to struggle with tasks that are too difficult for him to master. This is a grave pedagogical blunder. The best educational growth results from the application of the mind to tasks that are suited to the capacities of the individual. The pupil is rarely ever permitted to experience that sense of power and that desire for further achievement that results only from successful encounter with issues. We forget the old adage, "Nothing succeeds like success," and we see exemplified every day in classrooms a new adage, "Nothing discourages like defeat." A better adjustment of the work to the ability of the pupil would not only prepare the way for better results in the several subjects, but it would also mean fewer offences against early childhood.

I attended a county institute recently and listened to a discussion of certain text-books by the teachers. "How do you find the Readers?" was asked. "They are graded from a half-year to a year beyond the ability of the pupils in my school," said one teacher, and a general nodding of heads indicated that if all could speak there would be a mighty chorus shouting, "So say we all of us." "They contain too much biography of adult interest and too little story and action of interest to children," said another, and the faces of most teachers present indicated that these were their sentiments too. "What about the History?" was asked. "Such topics as charter forms of government, banks and finance, rise and growth of political parties, are beyond the comprehension of the pupils of the grammar grades," said one teacher. "The vocabulary is too difficult and the style too condensed for the children to understand it when they read it," said another. No doubt similar criticisms would have been made of most of the texts in use had the discussion extended to others. We are obliged to admit that such criticisms as the above are only too true. We are over-ambitious. We have forgotten that in a highly organized system of schools the pupils arrive at the end of the elementary course while yet mere girls and boys. We should not attempt to make of them little old men and women through our educational process.

**Courses of Study Should Designate What Materials Are Important.**

Having made a substantial reduction in the amount of materials to be considered through the omission of non-essential features in the several subjects, and having graded the remaining materials to conform to the capacities of the pupils, we can reasonably expect better results than at present. But there will still remain, in all except the very formal subjects, much material that is relatively unimportant. This will be particularly true of such studies as geography and history. There will be many details which we would not wish to exclude entirely, but which we should not expect the pupils to remember. Some of these details serve as connecting links between more important materials or serve as necessary background for more significant features. The courses of study should distinguish between materials that deserve only passing attention and those that merit careful study. Courses that merely prescribe the work by indicating the pages to be covered in each grade are utterly inadequate as guides for teachers. They impose upon the teachers the impossible task of determining relative values, and they are responsible in a large measure for the prevailing practice of teaching everything as of equal importance. The inevitable result is that much valuable time and energy are expended upon insignificant features and unimportant details.

On opposite pages of the state text-book in physiology are two views of the human body, a front view and a back view, showing the superficial muscles. Unfortunately, the unspeakable names of twenty of these muscles are printed in the cuts. A mother told me recently that at that time her little daughter was engaged in the barbarous task of learning these names. The teacher had prescribed the task. You will say that the teacher had shown too little discernment in requiring her class to memorize twenty Latin names known only to specialists in anatomy. This teacher doubtless preferred to be on the safe side when examination time came. How could she foretell whether or not the examiners would ask, "Locate the gastrocnemius; the latissimus dorsi; the serratus magnus"?

There was nothing in the course of study that permitted the teacher to omit this work; and there was much in her experience to convince her that safety lay only in requiring her pupils to master every detail in the book. "Who was Roger B. Taney?" was one of the questions recently propounded to would-be graduates in one county. By the aid of the index I located the name in an obscure foot-note, and I gathered from the context above that this was the name of one of the men who served as the Secretary of the Treasury during the administration of Andrew Jackson. We sometimes fail to realize that the elementary school is not a graduate department in a university.

### **We Should Aim for Greater Thoroughness**

The chief virtue of the old-time pedagogue was his thoroughness. It is our principal weakness. The chief defect in the old-time curriculum was its barrenness. The chief virtue in our present curriculum is its richness. The instruction in the schools of a generation ago was largely formal. Results in such work are easily measured. They are attained mainly through the constant repetition of a very limited amount of work. Most of it was soulless work. Much of it had little to do with ideas and appreciations. It abounded in barren facts that were committed to memory, chiefly through the persuasion of a hickory stick. The critic who prates about the excellence of these schools fails to take account of less tangible but no less real results attained along new lines of effort in the schools of to-day. He usually sees, and sees rightly, lack of satisfactory results in the more formal work, as in spelling, reading, writing, arithmetic, and language. Society has a right to expect that the schools will furnish a fair standard of results in formal work. The schools are generally too indifferent regarding their obligation along this line. It is not a matter of relative values. We can not excuse our shortcomings by saying that we are teaching something that we consider more worth while than spelling, or writing, or arithmetic, or language forms. It is well that we do aim to include much that we believe has a higher value, but the one is not a substitute for the other. Fortunately, it is not necessary



to return to a condition where little else than the three R's is attempted. Greater thoroughness in the fundamentals of all subjects means more time for these essentials. This time may be provided, as suggested, by casting out of our courses much material that is of little or no value, and by giving only passing attention to the less significant portions of what remains. And we should recognize that the attempt to teach formal facts "incidentally" has proven a miserable failure.

### **A More Effective System of Reviews Is Necessary**

We can not hope for thoroughness without better provision for reviews. In theory, we will all admit that only through frequent and systematic reviews can we hope to perfect much of the work and provide against its untimely disappearance from memory. But in practice we proceed as though experience and psychological observations had demonstrated that things once learned are forever retained. Very few courses of study make any further provision for reviews than to request the teachers to give attention to the work of the previous grade. Few of the courses furnish the time for even this amount of attention to past work. The course of study should be definite in its instructions as to the materials that deserve to be reviewed and should offer suggestions regarding the frequency of such reviews. Above all else, it should not crowd so much advanced work into any grade that no time can possibly be spared for reviews. Every teacher should not be expected to work out a successful plan for carrying on the review work. A plan should be suggested in the course of study. If more time were spent in preparing helpful courses of study, less time would be required in correcting examination papers, and there would be fewer disappointments as a result of these examinations.

### **The Plan of Cumulative Review**

The plan of cumulative review is the best systematic plan that I know of. Under this plan, the materials that have been most recently presented are reviewed most frequently. These materials require the most frequent review since they are the least firmly fixed in mind. The review upon any body of materials becomes less frequent as the body of newer materials

increases, but no work that has once been carefully studied is dropped entirely from this review. Under such a system, only in exceptional cases will pupils be found to have forgotten what they once learned. Under our present system of teaching, only in exceptional cases do we find pupils who have not forgotten most of what they once learned. With the possible exception of reading and writing, no subject is so constituted that the advanced work is in itself a sufficient review at all times of all of the past work to insure against its being forgotten. We are all familiar with the common observation that pupils in the grammar grades in arithmetic often lack the skill in handling integers which we find in the upper primary grades, and yet arithmetic is one of the sequential subjects of the curriculum. Before the classes in history or geography have passed half-way through the texts, they have forgotten most of the earlier portions. This is due to no defect in the retaining power of the mind or to any fault in the original presentation of the topics. It is simply an illustration of a simple and evident law of memory. The human mind is not an attic where unused knowledge may be stored away subject to call. It is only through frequent repetition extending over a long period of time that facts can be firmly fixed in the mind. The plan of cumulative review provides for such repetition. This plan presupposes, as any plan would, that the first presentation is well made.

Results in increased power, in mental and spiritual growth, are not easily measured. Are these things not attainable, to the uncertain degree to which they are now attained, while at the same time more tangible results are being secured? The scheme of cumulative review is perfectly compatible with a cultural scheme of education. It does not mean reverting to formalism. The content and presentation is not affected by the methods used in retaining the salient facts. The fact that the scheme is more easily applied to formal work than to cultural materials is not sufficient ground for rejecting it, or for supposing that teachers will soon revert to a course that is very largely formal in character. The application of this plan of reviews will, I am sure, correct the chief weakness in our work without interfering with its chief strength. It will

enable us to establish and maintain a respectable standard of requirements for promotion and graduation. Our present standard of 60 per cent or 70 per cent of fairly correct work is pernicious. In nothing but school work will a pupil find that his work is acceptable on such a low plane of results. It is bad as education, and worse as an ideal of service or efficiency.

### **Needed Reform Applied to Arithmetic**

I believe that we are wasting more time and energy and public money in dealing with the subject of arithmetic than upon any other single undertaking in the elementary schools. This subject has a place upon the daily program for about the full eight years. It consumes much time in preparation outside of the recitation. If we were only satisfied to attempt the possible and the necessary in this subject, we could easily accomplish all that should be desired in two-thirds of the time now devoted to the subject. But it is not always a popular thing to attempt only the possible.

After hurrying through the fundamental operations and their applications in the earlier years, we hasten to equip the pupils with a knowledge of varied and devious applications of percentage; and while the pupils are yet mere girls and boys, we seek to prepare them for almost every conceivable application of number in the relations of industrial and commercial life. The inexperienced child must be made to know as much about banking as the banker knows, about insurance and taxes as the veteran land owner, about commission as the commission merchant, about stocks and bonds as a Wall-Street magnate. And some would aspire to point out to these little ones how they may enter business successfully, forgetting that we as teachers know next to nothing about such things ourselves.

I believe that society demands no more of us in this subject than that we teach thoroughly those essentials that are commonly necessary to meet the needs of the great majority of persons, outside of technical pursuits. We are attempting much more than this at present, and we are not accomplishing even so much satisfactorily. If we would teach the fundamental operations with integers, simple common and

decimal fractions and per cents, and their applications in the solution of simple, practical problems, including the determination of simple areas and cubic contents, society would be well satisfied. By limiting our efforts to the essentials of this subject, and omitting everything that makes no contribution to the mastery of these essentials and everything that is beyond the power of inexperienced pupils to grasp, we could easily reduce this subject fully one-third. The subject would still offer all of the opportunities for training in arithmetical methods that we can profitably employ in the elementary school.

I would eliminate entirely from the course in arithmetic the study of the Metric System and of literal quantities, and I would reduce to a minimum the consideration of Roman numerals, prime and composite numbers, complex fractions, reductions and fundamental operations with compound denominate numbers, and I would confine the applications of percentage to very simple practical problems of the types most commonly encountered in life. Two-thirds of the work in interest and on geometrical figures could very well be omitted without any loss either in training or in practical needs. We would still have left more than most persons have any occasion to use and more than we now succeed in teaching thoroughly.

Having eliminated the non-essentials, the next step must be the grading of the remaining work to correspond to the capacities of the pupils. In general, this would necessitate shifting most of the work at least one year upwards in the courses. The average classes can not possibly master addition and subtraction of integers earlier than by about the close of the third school year, or multiplication and division earlier than by about the close of the fourth school year. Formal work in fractions can not be profitably undertaken much before the beginning of the fifth school year, or percentage earlier than about the seventh school year. Under this arrangement, enough time would be left to complete all of the required work before the close of the eighth school year.

Then there remains the problem of reviews. Skill in number manipulations is seldom acquired because we forever pass

on to new work before a fair degree of accuracy has been attained, and long before facility has been acquired. In our eagerness to cover all of the prescribed work, we seldom take time to give that drill and practice which make for skill, and which alone will preserve skill when once it has been attained.

The review of addition and subtraction of integers should constitute at least two-fifths of the prescribed work of the fourth school year in arithmetic; the review of the four fundamental operations with integers should constitute at least two-fifths of the prescribed work of the fifth school year in the subject; and the review of the four fundamental operations with integers and fractions should constitute at least two-fifths of the prescribed work of the sixth, seventh, and eighth school years. Better attainments in skill and accuracy will mean more rapid and more accurate manipulation of numbers, and hence much more rapid progress in the advanced work.

#### **Needed Reforms Applied to History**

The scope of the work in history has increased and the body of details has multiplied rapidly in a single generation. The story of discovery, exploration, and settlement has been elaborated until it now extends over about as many pages as comprised the entire history course three decades ago. The story of colonization, expansion, and commercial and industrial development has been enlarged, and the space allotted to conflicts on the battlefield has been diminished. The record of a nation's struggle with great ideas, against physical obstacles and the forces of nature, is more essentially the history of a civilized people than the record of their valiant deeds in physical conflicts. We are rightly attempting to introduce the child to the spirit and life and motives of the periods studied.

But we must not forget that there is a natural limitation to the amount of work and the character of work that can be profitably attempted in the elementary schools. Children are not adults; and they are not interested in things which are of interest to adults, neither can they be made to comprehend many significant issues of the past or of the present day. We would hardly attempt to press upon the attention of children

such timely topics of adult interest as the regulation of corporations and trusts, government of insular possessions, government by injunctions, tariff or currency reform, the platforms of the respective parties in the recent national campaign, or the names of the ten persons who ran for the offices of president and vice-president. Yet we persist in the attempt to teach just such topics in dealing with things that are remotely past. Twenty years from now, if we continue in this same way, every little girl and boy in the upper grades of the elementary schools will be required to memorize the names of the ten men who ran for high honors on the five tickets at the recent election. There is scarcely one among us who knows them now. They will be expected to know and understand the multiplicity of issues put forth during the recent campaign. None of us ever knew or understood one-half of these issues when we cast our ballots. Why then do we incorporate such materials in our history text-books for pupils, and impose them upon the children through hastily prepared courses of study? The answer is found in the single term "tradition." It has become customary. We began along that line, and we have lacked both the intelligence and the moral courage to break away from the practice. Tradition dies hard, but it dies nevertheless.

Such topics as colonial forms of government, growth of political parties, banks and finance, should be eliminated entirely from an elementary course in history. Again, certain issues which were vital at one time, but which are no longer a concern of the nation, should be either omitted or should be designated as materials that deserve only passing attention. Many details are found in all parts of the record of our nation's growth which deserve no further consideration than a single careful reading. We are not engaged in training specialists in history, but in the more generally useful work of giving to boys and girls an elementary acquaintance with the story of the nation. Few names of persons, places, or dates connected with the early discoveries, explorations, or settlements, or with conflicts on the battlefield deserve to be remembered. The serious attention which we give to ridiculously unimportant details is highly amusing. It would be



more amusing were it not for the serious and pathetic side of it all—the pupils. We can safely designate one-half of the contents of the text-books in history as materials that deserve no further attention than careful reading. The remaining portions should be designated as topics that deserve careful study. The method of the cumulative review should be applied to these topics in order that we shall make adequate provision against their utter loss among such a profusion of events.

A text-book in history can never be much more than a mere skeleton of facts, without the flesh and blood of narrative, description and biography, which alone can give meaning to these condensed statements, or any appreciation of the motives and services of great men of the struggle of the nation during great crises. Every school library should be equipped with abundant suitable reading materials for broader views of the more important persons and the more significant events. The plan of supplementing one text-book by another is, in nearly every subject, a miserable substitute for the better plan of using material of a more interesting sort and of a more popular character. If rightly used, the school library funds are adequate to provide suitable supplementary reading materials in history, geography, and other subjects, to insure a richer content than text-books can possibly offer, and if rightly used, such readings systematically carried on will do much towards cultivating the habit of reading both for pleasure and for profit. The child hungers for bread educationally, and we give him a stone in the form of a text-book; and when he continues to hunger, we give him another stone in the form of a supplemental text-book. We would not read them ourselves; yet we expect the pupils to acquire a genuine taste for reading through perusing these juiceless morsels.

If our courses in history and civics do not make any considerable contribution toward good citizenship (and I believe that they do not) it is not because these subjects do not offer the possibilities for inspiration and right ideals of conduct. It is because we are not selecting the materials which are adapted to this end. No one will deny that evil communications corrupt good morals, or that the influence of life on life is one of the strongest forces for good. Yet we make

little attempt to influence the lives and ideals of children in the schools through bringing them into contact with the noblest lives in American history. And we fail to provide for the consideration of those questions in civics that are vital today. We proceed as though we believed that right attitudes on the question of slavery or a knowledge of the functions of the three departments of our government are going to give us a sense of our responsibilities in a city or state election, or give us the desired attitudes towards corruption or corporate control in our political conventions or national senate. We are too much concerned about the defects in the Articles of Confederation and too little concerned about present issues to warrant us in believing that history and civics make for right attitudes on questions of public health or of civic honor.

The heroes of war deserve the glory and tribute which they receive, but the heroes of civic warfare—the men and women who fought the hardest battles for the preservation of democracy and for the redemption of society—are unmentioned in our traditional courses in either history or civics. If we would stimulate the youth to active service along the lines of highest endeavor, we should elevate the heroes of civic warfare to a place at least on equal footing with the heroes of martial struggle. Too little is done in the schools in the way of impressing upon growing girls and boys the fact that this nation honors the loyal hearts and the spirits brave and the good and true souls who stand steadfastly and work unselfishly for the common good. We find room in our history for the name of every non-entity who ever ran for the vice-presidency. We find a place for the name and picture of such as John Tyler, Franklin Pierce, Andrew Johnson, Chester Arthur, none of whom did a single notable public service for which he deserves to be remembered. We seem to declare that those men are worthy of public esteem who have attained high political honors. Should we not disregard this traditional practice and declare that the men and women that deserve to be remembered are those who have rendered valuable public service?

Good citizenship and good health are the two foremost concerns of progressive communities everywhere to-day.



Meanwhile civic conduct and personal and community hygiene receive little or no attention in most schools. The traditional text-books in civics and physiology are utterly unsuited to our needs along these lines. With the advent of a new type of a text-book in these subjects, in which the world-interests are made the chief content, more may be done in the schools in the way of promoting right civic conduct and sanitary conditions of living.

### **Summary of Reforms**

The reforms which I have suggested are directed toward a general reconstruction of our courses of study. They refer to no particular subject, but are applicable to every subject and to courses of study everywhere. The first movement in the direction of reform should be the reduction in the amount of work, chiefly through the elimination of non-essential and unimportant materials. When this is done, the remaining work should be graded to conform to the capacities of the pupils. Then we should distinguish between unimportant and significant topics in what remains in the several subjects, in order that emphasis may be placed upon the important features. We should not be content with the low standard of results now obtained, but should aim to secure greater thoroughness. These reforms are both necessary and practical.

## TASKS FOR MEN.

Herbert N. Casson, in "La Follette's" Magazine.

The American Revolution is not an historic event. That is the persistent mistake of the conservatives. It is a continuous process. It is full swing right now, in every State in the Union.

Already we have accomplished ten great tasks—we have conquered this continent from the Indians, established a preliminary self-government, overspread the West, prevented secession, opened up the path of progress to women, attained industrial supremacy, amalgamated people of many races, acquired a large measure of culture and refinement, and developed a national spirit. No other nation, in so short a time, has ever accomplished so mighty a work as this.

But we are not done yet. There are ten other tasks for us and our children to do. We must tame the trust, regulate the trade union, purify politics, curb Wall Street, restrict immigration, give the negro a square deal, enfranchise women, provide work for the unemployed, conquer disease, and cheapen the cost of law. Here is a program of work that calls for all the brains and all the nerve that we Americans possess.

We have undertaken to show the world a working-model of democracy, and I believe we shall succeed. I believe we shall yet abolish poverty—wipe out the shameful bread line—take the little children out of the factories—give fair play to the trust and the tramp alike—master the white plague of consumption—and guarantee to every American baby the right to life, liberty, and the possession of happiness.

---

## PHOSPHORESCENTS.

We rise by raising others—and he who stoops above the fallen, stands erect.—Ingersoll.

\* \* \* \*

Resolve to know thyself; and know that he who finds himself loses his misery.—Matthew Arnold.

\* \* \* \*

The man who does you an injury will seldom forgive you for it.—Cooper.

## IMPROVING COUNTY SCHOOL SUPERVISION.

Dr. Ellwood P. Cubberley, Professor of Education,  
Stanford University.

A movement for a better system of county supervision has been more or less under way in this State for some time. The subject has been discussed in the teachers' associations a number of times during the past ten years, and during the past three years has occupied a prominent place in educational discussions. Four years ago a special committee of the State Teachers' Association was appointed to consider the whole question. This committee reported at the Berkeley meeting three years ago, and the report of the committee was subsequently approved by both the Council of the Association and by the Biennial Convention of County and City Superintendents, and was recommended to the legislature for action. The legislature of two years ago did nothing in the matter, chiefly because it was not presented to it in a convincing manner. Since then the California Schoolmasters' Club has given two of its meetings to a discussion of the question, and has strongly approved the proposed changes. At the State Teachers' Association again this year the matter was again up for discussion, and the report of the Superintendents' Association, in which provision had only been made for half of the changes needed, was amended and the whole inserted. In this condition the matter is now before the present legislature in the form of a proposed amendment to Section 3 of Article IX of the Constitution of the State.

By the present Article 3 it is made mandatory that "A Superintendent of Schools for each county shall be elected by the qualified electors at each gubernatorial election." This is why San Francisco must continue to elect a superintendent for its schools at popular election after every other city in the United States has abandoned the method as unsatisfactory and antiquated, and why Oakland and Los Angeles, where combined cities and counties will in all probability soon be formed, will have no option but to accept the San Francisco system. The proposed rewording of Section 3 (Senate Const. Amend. No. 35) is as follows:

Sec. 3. Except as otherwise provided by this constitution, the legislature shall provide by general law for the qualifications and mode of election or appointment of a superintendent of schools for each county; provided, however, that in each city and county it shall be competent under any charter or amendment thereto framed for such city and county government under this constitution to provide for the qualifications of the superintendent of schools of such city and county and for the manner in which, the times at which, and the terms for which, such superintendent shall be elected or appointed.

This rewording merely proposes to give to the legislature the same power to provide for the election, or appointment, of County Superintendents of Schools that it now has by Section 5 of Article XI for every other county official. The amendment also proposes to give to combined cities and counties the power to determine in their charters the method of election and the term of office of the Superintendent of Schools for the combined city and county. This is only granting the same powers with reference to the Superintendent of Schools that such combined cities now possess by virtue of Article XI, Section 8½ with reference to the Board of Education.

This amendment to Section 3 of Article IX is an absolutely necessary prerequisite to any improvement in the work of county supervision.

The need of better supervision for the rural and town schools of the State we think is evident to all. The inadequacy of the present system of county supervision is apparent, not only in this State, but generally throughout the United States, and in more than one-fourth of the States a movement is more or less under way, or has already taken place, looking toward a radical change in our method of selecting supervisors and in the nature of the work which a supervisor has to do. The old system has done good service but has broken down under the more trying modern demands, and a change is under way in many States. In a few States the change has already been made, and in these the County Superintendent is no longer a political officer but an educational one. That this question will be settled and a means of securing better supervision will

be found in most of our States in the next ten years, and that the result of the movement will be that the County Superintendency will be taken out of politics and the County Superintendents will be made to occupy a position of dignity and importance in their counties analagous to that of a Superintendent in a large city, is my firm belief.

There is no disposition to in any way find fault with our present County Superintendents. They are the best that the system has produced, and many are doing excellent work. The trouble lies, not with them, but with the system which produces them. The system is full of accidents and surprises, and the real merit of the man may have little or nothing to do with either his selection or his retention. We can all call to mind case after case where a first class man has been defeated for re-election by the enmity of the party leaders, by some accident in the political convention, by some unforeseen accident in the campaign, by the unworthy solicitation of votes by an opponent, or by a party landslide. We greatly regret the loss of so good a superintendent, but regret it as we may we cannot help it. In the fifty-seven counties of this State we have had since 1883, 249 different County Superintendents, or an average of about five for each county in the twenty-four years. Of this number, 154, or 62 per cent, have held the office but one term; 66, or 26 per cent, have held the office but two terms; 18, or 6 per cent, have held the office three terms; 7 have held the office four terms; 2 have held the office five terms, and 2 have held it six terms. Many of the longer terms have been in the smaller and more remote counties, while a few of the larger and more important counties have never elected the same man a second time. The work of county supervision offers no career to anyone to-day—not even to those who are engaged in the work. On the basis of the elections in this State for the past twenty-four years there is only, on an average, thirty-eight chances in a hundred that a man will be elected a second time, and but fourteen chances in a hundred that he will be elected a third time. No one ever thinks of preparing himself, other than politically, for the office or the work. Our normal schools to-day have almost no men students, and men in university work almost never look to county supervision as a possible

field, even for a few years. Were it not for the few professionally trained men coming to this State from other States to engage in teaching we would in time have no men for the office who had anything in the line of professional training. The effect of this would be in time to relegate county supervision, a work that each year calls for higher educational ability, to the poorest and most unworthy men in the work of teaching.

Aside from the unsatisfactory nature of the system, the system is wrong in principle. The basis of selection is political rather than educational. The requirements that the person to be elected be first and foremost a qualified elector of the county and next a member in good standing of a political party, and that he must first seek and obtain the nomination and then canvass the county, always at the risk of defeat, are requirements which keep many good men from seeking the place, and which preclude the possibility of making the whole field of supervision, except in the larger cities, a career for which a man is warranted in making any preparation whatever for, or looking forward to, as a life career.

Altogether too often political availability, past loyalty and services to the party or expected future services, and geographical location of the candidate play altogether too prominent a part in the selection or defeat of a candidate for the nomination, when in reality these considerations have no more to do with the availability of the candidate to properly supervise the schools of his county than do the name of his wife, the age of his baby, or the size of the shoes he wears. We might with equal propriety demand that the candidate be a member in good standing of one of our established churches, or that he must have a home with a wife and two children, requirements which are absurd, but which are really more fundamental than political affiliation or local residence. With so many new fields opening up all about us which are offering attractive careers to men, and careers which they can enter on and remain in solely on the basis of merit, there is great need of school men making a change which will make supervision a more attractive field.

If the same condition prevailed to-day in city and town school work and in high school work as prevail in the selection of County Superintendents, that is, if the people nominated and elected these, and along political lines and from political school men only, the status of city school work would be much lower than it is to-day. The chief educational progress we have made in this country has been made in the cities, and this has been due almost entirely to the fact that the cities have been free to go into the markets of the world for their leaders.

As it is to-day there is absolutely no incentive to any man to prepare himself educationally for the work, for nowhere can he enter the field solely on the basis of merit. What we need to do is to take this office out of politics entirely, and open it up as a possible career for which a man would be warranted in making some definite educational preparation and which he might expect to be able to enter solely on the basis of merit. Just how we shall select our County Superintendents after this has been done is not of fundamental importance compared with the real question, and need not be considered now. This can be settled after the way has been made ready. The first and necessary step is to amend the Constitution of the State. After this change has been made we can go ahead and open up supervision as a career, plan for adequate supervision for all of our schools, and ensure to every child in the State the benefit of skilled professional supervision. At one blow we can accomplish a dozen needed reforms, and all in the direction of securing better education for our children and of making teaching a more attractive career for men. What we need is something that will open the way to a really good system—a system worthy of the best traditions of education in the State. We must aim to put county school supervision on as expert a basis as is city school supervision, and on a closely analagous basis. What Massachusetts has for its children in the matter of school supervision we ought to have for ours.

County school supervision is, or at least ought to be, expert work, and experts are not secured by nomination and election. There is no argument that can be furnished for the election of a county superintendent by popular election



and along political lines that cannot be advanced with equal propriety for a similar method of securing the city superintendents for our cities and principals for our high schools and grammar schools. If it is right to vote for one it is right to vote for the other; if it is wrong to vote for one it is wrong to vote for the other. A County Superintendent ought to be as much an expert officer as is a County Entomologist or a County Health Officer, and the first step toward making him such is to make it possible for him to secure the office and to hold it solely on the basis of individual merit. In other words, let us open the office up to the brains of the whole country, as all other school positions now are.

---

### THE PUZZLE

By Marion Goodwin Eaton.

Mother sent me up to bed;  
I was naughty, so she said,  
For I told the company  
That I once had been to sea—  
Told them how the ship bells rang,  
Told them how the great sails sang:

It was just a lie, I know,  
'Cause I only dreamed it so,  
Yet right then it seemed to me  
Just as real as real could be!  
Must I always stop to say  
If I saw a thing by day?

Sometimes I don't really know  
That I only dreamed it so:  
When I see both day and night  
Many a strange or lovely sight,  
How can I remember, pray,  
Which I really saw by day?



## THE COMMUNITY AND THE SCHOOL

T. L. Heaton, Deputy Superintendent of Schools,  
San Francisco

The school should come into the closest relation with the community which it serves. From this community it draws its financial and moral support. We say much about the financial support of the community and make strenuous efforts to increase the appropriation. This is right and wise, but equally important is the moral support which we are not making sufficient efforts to secure.

The child is with the home many more hours during the year than he is with the school. The home relation is closer and stronger. If there is a difference between the home and the school, the home influence prevails with the child. When there comes a difference between the child and the school, if the home influence is for the school, the battle is won. With the home in sympathy with the school, differences between pupil and teacher rarely occur. When school management, school aims and school studies are appreciated by the parent at the table and around the fireside, the child puts a value upon school activities which can never be imparted by the teacher's sole endeavor.

Since the parent was a pupil in school, old subjects are taught in new ways, new material is added to once familiar studies, and subjects new to the parent find a place in the school. Bring the parent into a clear understanding of the present methods and materials and you secure co-operation with the home, you prolong the child's school days, you solve in part the problem of compulsory education; you keep your grammar grades full.

One of the easiest and best methods of bringing the parent into touch with the school is frequently wasted. Too often the graduating exercises consist of mere trash, which has no relation to school work and would disgrace the daily recitation—the cheap song, the comic recitation, the low dialogue, the trashy farce, work which advertises the local dancing master or elocutionist. Graduation is the one day when parents most willingly come to the school. Send them away with a

pleasant impression of **school** work; they will more readily come on other occasions. It was said a few years ago that parents would be pleased with a "show," but would never come a second time if treated to an exhibition of studies. Our experience has shown quite the contrary to be true. The most interesting programs for some years past have been taken from the regular school work. This gives parents some glimpses of the modern school, enhances the value of their work in the eyes of pupils, and gives younger classes a forward look in education. Teachers find such programs much easier to prepare. The work done in the daily recitation simply needs a little recasting, the school music is already learned, the drawings and manual training done through the term form appropriate decorations for the walls. The blackboards are filled with specimens of school work; the program is worked out in a variety of ways. It may show the work of the last year only, or it may show the progress of a subject through several years. Thus territorial expansion of the United States, growth and industry, expansion of commerce, may be presented. A fifth grade program consisted of imaginary conversations from characters in American history. These have been prepared as compositions during the term. They were presented with some slight effect of costume. In another primary class geography was presented by a series of representatives in native dress who told something of the history, industry and life of each country represented. In a grammar class the story of Evangeline is told by a member of the class who at appropriate places calls upon other pupils for recitations from the poem. Thus the whole poem is presented, the most beautiful parts in the language of the author. Any long selection of literature may be treated in the same way. The story of Julius Caesar is told by a pupil of the class, who calls out Brutus, Cassius, Mark Antony and others to deliver Shakespeare's thoughts in his own language. Or scenes may be read or recited by pupils taking the parts of the characters. A most interesting program was recently taken from Dunn's "Community and the Citizen." This gave the parents an insight into our modern method of teaching

civil government, and the superintendent an opportunity to impress upon the audience the demands of good citizenship.

We append a few programs which have been presented in our schools, hoping that these may be suggestive to teachers. For high school, especially in the small community, an address by an able speaker is the best program. This is the one occasion of the year when the school can command a large audience. Now is the time for a stirring address on some great educational theme.

### Program I

Hymn of Thanksgiving.....	Class
Essay—"The Community and Citizen."	
Essay—"Business Life of the Community."	
Song—"The Herd Bells".....	Class
Essay—"The Government Aids the Citizen in His Desire for Knowledge."	
Essay—"The Government Aids the Citizen in His Desire for Beauty."	
Essay—"Natural Scenery In and About San Francisco."	
Song—"The Spanish Tambourine Girl".....	Class
Essay—"How the Community Governs Itself."	
Essay—"Defects in Self-Government."	
Essay—"Government of Rural Communities."	
Quartet—"The First Violets."	
Essay—"Expenses of the Government and How They Are Met."	
Essay—"The Grievances of the Poor."	
Song—Barcarolle—"O Lovely Night".....	Class
Reading—Outline of "Lady of the Lake."	
Recitation—"Quarrel Scene Between Fitz-James and Roderick."	
Recitation—"Ellen at the Court of Fitz-James."	
Address to Parents and Graduates by Superintendent.	
Presentation of Diplomas.	
Song—"Friends, Good Night".....	Class

### Program II

Pledge and Salute to Flag.....	Class
Song—"My Own United States".....	Class
Recitation—Selection from "Evangeline".....	Class
Song—"O, Wert Thou in the Cauld Blast".....	Class
Reading—"Life of Longfellow".....	Pupil
Song—"The Soldier Chorus" (Gounod).....	Class
Reading—"Acadia and Acadians".....	Pupil
Song—"La Serenade" (Schubert).....	Girls of Class
Reading—"The Story of Evangeline".....	Pupil

Song—"The Mountain Maiden" (Rossini).....	Class
Reading, Character Sketches.....	Pupils
"Evangeline."	
"Basil and Benedict."	
"Father Felician."	
"Rene Le Blanc."	
Recitation—Selection from "Evangeline".....	Class
Song—"Dixie" .....	Class
Class Presentation to School.....	Pupil
Presentation of Medals and Diplomas.	
Song—"America" .....	Class

### Program III

Opening Chorus.....	Eighth and Seventh Grades
a. "Columbia, the Gem of the Ocean."	
b. "Christmas Song."	
Greeting.....	Eighth Grade Pupil
Chorus—"God Ever Glorious."	
Selections from "Snow Bound."	
Chorus—"Old Oaken Bucket."	
Composition—"A Geography Excursion".....	Eighth Grade Pupil
Class Poem—"Life's Mirror".....	Eighth B Grade
Chorus—"Softly Now the Shades of Evening."	
Class Lesson—"Evangeline" (the story of the poem told in com- position and concert reading)....	Eighth B and Eighth A Grades
Distribution of Diplomas.	
Remarks by Visitors.	
Pledge to the Flag and Closing Chorus—"America."	

### Program IV

Song—"Gloria California".....	Class
Salute and Pledge.....	Class
Song—"Santa Lucia" .....	Class
Concert Recitation—"What Constitutes a State".....	Class
Some Illustrious Americans and Their Influence on American History and Life—	
a. Thomas Jefferson .....	Pupil
b. Benjamin Franklin .....	Pupil
(Parts spoken as though in a history class.)	
Song—"Annie Laurie" .....	Class
Illustrious Americans (continued)—	
c. Alexander Hamilton .....	Pupil
d. Eli Whitney .....	Pupil
Song—"Old Black Joe".....	Class
Recitation—"The Gettysburg Address".....	Class
Original Dialogue—"Preparing a Geography Lesson".....	Six Pupils
Song—"The Holy City".....	Girls of the Class
Scene from "Miles Standish".....	Three Pupils

Song—"San Francisco".....	Class
Distribution of Diplomas and Medals.	
Song—"America" .....	All

**Program V**

Salutatory .....	Pupil
Salutation to Flag, Young Citizens' Pledge, "Star Spangled Banner" .....	Class
Compositions—"History of California," "Productions of California" .....	Four Pupils
Songs—a. "Merry Life." b. "Blue Danube Waltzes."	
Recitation—"The American Flag".....	Pupil
Selections from "Julius Caesar".....	Pupils
Calisthenic Drill.....	Eight Boys and Eight Girls
Selections from "Snow Bound".....	Four Pupils
Song—"The Heavens Are Telling".....	Class
Valedictory .....	Pupil
Remarks and Distribution of Medals and Diplomas by Principal of School.	

**Program VI**

Salutatory .....	Pupil
Salutation to Flag, Young Citizens' Pledge, "Star Spangled Banner" .....	Class
Composition—"Pleasures of Literature".....	Pupil
Songs .....	Class
a. "O, Wert Thou in the Cauld Blast."	
b. "I Would That My Love" (Mendelssohn).	
c. "Night Song."	
Composition and Illustrative Readings—"Julius Caesar".....	Pupil
a. Composition.	
b. Readings.	

**Act I, Scene I.**

Brutus.....	Pupil
Cassius .....	Pupil

**Act III, Scene II.**

**(After death of Caesar)**

Brutus .....	Pupil
Antony .....	Pupil

**Act IV—Tent Scene.**

Brutus .....	Pupil
Cassius .....	Pupil
Calisthenic Drill.....	Sixteen Pupils
Valedictory .....	Pupil
Remarks and Distribution of Medals and Diplomas.....	
.....	Superintendent of Schools

**Program VII**

Song, "Evening on the Lake."

Arithmetic—Problems at Board—Read and Explained.

Compositions written throughout term read.

Subjects:

"Admission Day."

"Washington."

Letters written from New England, Middle Atlantic, Central,  
Southern and Western States.

Calisthenics and Marching.

History Game.

Class Pieces Recited:

"Nobility."

"Bugle Song."

Spelling—Words in sentences at board.

(This done while some are reading compositions.)

Songs—"Boat Song".....Weber  
"America"

Drawings of term exhibited about the room.

Each pupil wrote an invitation as follows:

"You are cordially invited to spend an hour with the A-Fifth  
Grade, Emerson School, December 16, 1908, 1:30 to 2:30 p. m.

**Program VIII**

Salute to the Flag and Pledge.

Oral arithmetic. Explaining fractions and the objective use of the  
measures.

Rapid addition Demonstrating the Civil Service Method.

Problems explained and worked at the board.

Drill in spelling—Five minutes.

Calisthenics.

Talk on hygiene and physiology. The children in simple manner giving  
the use of different parts of the body and the care thereof.

Class recitations. "The Night Wind."

"There Little Girl Don't Cry."

Geography. At the map of California.

Outlining trips which locates different places.

Tracing products from source to trade centers thence to final  
distribution.

Reading of compositions written through the term.

Viewing drawings exhibited around the room.

As a writing specimen the children had written and delivered these  
invitations some days before.

Dear Mother:

It would give me much pleasure to have you attend our school on Tuesday, December 15th, at half past one, to see the work of our class. Miss Gambitz will be happy to receive you.

**Program IX**

Song,

a. "God Ever Glorious."

b. "The Forge."

Arithmetic—Problems at board.

Reading and Language.

Compositions Read by Pupils on "Thanksgiving Day" and "California."  
Calisthenics and Class Recitations on Longfellow's "Brook," and the "Wave."

Geography—California and Bay Counties.

History—California.

Songs, "Old Black Joe," "America."

Drawings of terms exhibited about the room.

Each pupil wrote the following invitation:

We would be pleased to have you spend an hour with Miss Ephraim's A-Fourth Grade, Emerson School, December 17, 1908.

1:30 to 2:30 p. m.

**Program X**

Opening Song, "God Ever Glorious."

Arithmetic, Problem work, children at board.

Sight Reading from Supplementary Readers.

Class Song, "Evening Spreads her Mantle."

Composition,

Unprepared work at board.

Prepared work read at seats.

Class Song, "Farewell."

Geography,

Written work at board.

Class correction of work.

Class Song, "America," Flag Salute.

Illustrated invitations prepared by pupils:

Please come and watch us work in Miss Nelson's Class, room 11, on Wednesday, December 16, 1908, 1:30 p. m.



## REPORT OF COMMITTEE ON AFFILIATION OF EDUCATIONAL ORGANIZATIONS

To the Officers and Members of the California Teachers' Association:

At the Santa Cruz meeting of the California Teachers' Association held one year ago, the incoming president was authorized to appoint a committee to report upon the need and the feasibility of affiliation among the various educational organizations which are now working without co-operation in the several sections of the State. Such a committee was appointed about one month ago. It immediately sent out a statement of the problem to something over five hundred persons representing all sections of California and every educational interest in the State. Copies were also sent to all other States of the Union in order to ascertain, if possible, the nature and extent of similar problems, and the solutions reached outside of California.

### The Problem

This circular of inquiry read as follows:

"At the Santa Cruz meeting of the California Teachers' Association a resolution was adopted providing for the appointment of a committee to suggest a plan for bringing about the affiliation of the various teachers' organizations in California. In the opinion of the committee we need all the organizations we now have. Each is doing good work in its own field. While this is true, it needs no argument to show that the cause of education and the interests of the teachers as well would be materially advanced by 'getting together' on important questions as they arise.

"At the present time our discussions are too academic. While they result in good, they are not followed up as they should be and would be with a better understanding among the various teachers' organizations throughout the State. After all, our problems in the main are common to all parts of California; our discussions and reports should crystalize into action to secure what we are all working for—results.

"May we not ask you from your experience to suggest how we may secure the co-operation of all educational forces in California in working out the problems that we have in common? In addition to suggestions on the questions given below, will you not write us fully on any phase of the problem that appeals to you?

### Questions Submitted

"1. Is it desirable to work out a plan by which the California Teachers' Association, the Southern California Teachers' Association, the Teachers' Association of Northern California, the San Joaquin Valley Teachers' Association, the Alumni Association of the Universities and State Normal Schools, the several Schoolmasters' Clubs and other teachers' organizations may affiliate in working out the educational problems of California?

"2. If it is desirable to work out a co-operative plan for such an affiliation of educational organizations, what definite plans can you suggest?"

#### **State Wide Affiliation**

The committee was more than gratified at the interest aroused by the circular. Answers were received from all parts of California. Practically all of them say "yes" to the first question, almost unanimously endorsing a State-wide affiliation. The second question elicited a wealth of suggestions, the bulk of which focuses upon two or three well-defined propositions. In the judgment of your committee, however, the consensus of opinion is not such as would warrant the formulation of a final plan at this time.

#### **From President MacKinnon**

From the mass of communications received we quote the following expressions:

Superintendent Duncan MacKinnon, president of the Southern California Teachers' Association, writes from San Diego:

"I sincerely trust that in some way we may have one organization that will be as large as the State, and will be truly representative of all sections."

#### **Cannot Solve in Fractions**

Says Recorder James Sutton, of the University of California:

"Certainly, as time goes on, it is more and more evident that the educational problem cannot be solved in fractions. \* \* \* The plan which naturally occurs to one is the establishment of a central council, or other body, composed of delegates from the various teachers' associations, alumni associations, etc., a sort of Council of Public Education for California."

#### **From Miss Howe, of San Jose**

Miss Agnes Howe, of the San Jose State Normal School writes:

"I think it highly desirable that the various educational bodies of the State should co-operate as much as possible. I have no doubt but that the women will be ready to do their part, but in what way I am not at present able to say."

#### **Superintendent Williamson's Views**

"There is no question," says Superintendent Williamson, of Santa Rosa, "about the benefit of getting together. \* \* \* All the educational forces of the State are needed at times to get some things before the people. \* \* \* Each organization has a mission of its own, but it should have something in common with all the educational forces of the State."

#### **Superintendent Webster Favors Congress**

Deputy Superintendent Webster, of San Francisco, thinks that there should be "a council or congress composed of representatives sent by each educational organization to the sessions of the California

Teachers' Association, this council or congress being composed after the manner of a senate, each organization having an equal representation, and its members coming prepared to submit the policies that have been decided upon by those whom they represent. Then the entire congress or council to consider these propositions and a majority determine upon the policy of the teachers of the entire State."

#### **Superintendent Keppel Favors Federation**

Superintendent Mark Keppel, of Los Angeles county, believes "that all the school organizations of the State ought to be federated for the purpose of working out the school problems of the State. \* \* \* If any federation of school interests is to succeed it must be one which will give fair, just and equitable representation."

#### **Mr. Keppel's Suggestions**

Mr. Keppel makes two suggestions as to such federation:

"First, that one delegate from each organization shall participate.

"Second, that one additional delegate shall participate for every five hundred members of an affiliating organization, and in case an organization has less than an additional five hundred, but more than half of that five hundred, a delegate for this major fraction of five hundred."

#### **Suggestions by Dr. Van Liew**

President Van Liew suggests "that the presidents of the various associations get together each year and see to it that all give attention on their programs to the same, newest, vital issues, especially those on which common action is desired." In this connection we may recall his allusion, at the Fresno meeting to "one of the greatest weaknesses of teachers' associations, viz.: That a good impulse to act too commonly dies with the close of our sessions, for lack of any machinery to continue it in effect." Continuing Dr. Van Liew says: "I believe also we should all support and teach others to support a State teachers' journalistic organ, dedicated to the ethics and technique of State educational practice."

#### **Views of Superintendent Baldwin**

Superintendent Baldwin, of San Diego county, writes:

"I see a great mission in maintaining the individuality of the different educational bodies mentioned in your letter. They have a wonderful developing effect in the various localities, and since they meet only annually, I am opposed to the cessation of their mission at any time. Since all have councils of education, I believe that the councils of the various associations should be made ex-officio members of the great parent organization, the California Teachers' Association, and since that body meets immediately before the Legislature, and since it is a source from which most of the strong work of the State radiates, all matters should be concentrated there for final legislative enactment."

**"Center Shots on Target," Says Principal Tade**

"I believe the movement to be a good one," says Principal Frank Tade, of the Sacramento High School. "I believe it will center our shots on the target and prevent scattering of effort and consequent loss of energy. There ought to be a central, directive agency to focus our energies along one or several related lines. I am, therefore, in favor of such a movement."

**A Definite Plan**

Mr. Tade's suggestions follow:

"1. To secure concert of action among different associations, form a council consisting of the president and secretary of each affiliated organization. Have each organization amend its by-laws so as to make its president and secretary ex-officio members of the council of the federation.

"2. To secure continuity of effort in successive years, make the terms of membership two years, so that there would not be a complete change in the personnel of the council each year. Half of it to consist of past presidents and past secretaries of the immediately preceding year, and the other half acting presidents and secretaries.

**Yearly Concert of Action**

"3. Have the council meet early in the year and outline a list of subjects of common interest and vital importance for action in the ensuing year. Each president and secretary would be expected to see to it that the committee or officers having in charge the construction of the program for his association meeting include the topics settled upon by the council in the program for the California Teachers' Association meeting. These topics, among others, should be presented, discussed and acted upon by each association at its annual gathering, the action reported back to the central council and by them disseminated to all the affiliated bodies."

"I believe," says Mr. Tade, in conclusion, "that the thing can be worked out successfully along the lines indicated. I think concert and continuity of effort would result and at the same time the separate independence of each organization be preserved."

**Letter From Superintendent McLane, of Fresno**

Superintendent McLane, of Fresno, suggests "a deliberative, legislative body under auspices of the association," and his plan would be "to have the county institutes throughout the State elect one or more delegates to represent their particular section and their particular interests \* \* \* or otherwise the various teachers' organizations of the State could elect one or more representatives to perform these functions." In Superintendent McLane's opinion, however, the county plan would be more satisfactory. And he finally observes that the work of the main association thereupon would be chiefly academic, and that its only deliberative action would lie in the selection of officers.

### **Presidents Wheeler and Jordan Favor Affiliation**

President Wheeler believes strongly in the purpose served by the local organizations, and is apprehensive of any measure which would tend to lessen their significance. With this proviso he favors some form of affiliation of the various bodies of the State Association. Dr. Jordan also expresses his interest in the movement to bring the teachers of the State into a concert of action.

### **From Superintendent Randall, of the Preston School.**

Superintendent Randall, of the Preston School of Industry, says:

"There can be no question that the co-operation of the organizations you mention is of great importance. If you succeed in bringing them into some vital connection you will be doing a great work for the State."

### **Constructive Plan From President Chenowith**

Mr. Lawrence Chenowith, president of the San Jose State Normal Alumni Association, believes that "it is of paramount importance to the teachers of the State that the various associations and organizations with which they are identified unite in the work to be done and that a combination of the various forces can but result in definite and lasting good. \* \* \* To my mind," he writes, "the thing of paramount importance is the uniting of the various organizations in such a way that every member of every separate association will be made a working factor of a united whole. Then the ground will be covered once and covered thoroughly."

Mr. Chenowith further points out that while some measures are of a circumscribed interest, and best worked out in the minor organizations respectively interested, there are others of a broader scope which call distinctly for State-wide action.

### **Secretary Wood's Views**

Secretary Will C. Wood believes that the council of education could be made to represent the various associations of California much as the United States Senate represents the various States. "In other words," writes Superintendent Wood, "we might have a council, the members of which are selected not entirely by the general body of the State association. As to the apportionment of the members of the council, they might be apportioned according to the teaching force which the various districts represent."

### **Suggestions by Miss Dexter, of Yolo County**

Superintendent Miss May Dexter, of Yolo county, proposes that the present convention of the State association prepare a program of vital questions and have various subordinate organizations include these questions in their respective programs for the coming year. Subsequently let each organization send one or more representatives to the next California Teachers' Association to make known the prevailing sentiment of his or her organization and be empowered to take final action.

**Dr. Lange's Views**

Dr. Lange suggests as follows:

"1. Make the presidents of the Southern, Northern and San Joaquin Associations ex-officio members of the Board of Directors of the California Teachers' Association.

"2. Make the annual meeting of the California Teachers' Association coincide with one of the district meetings in fixed rotation.

"3. Establish a permanent standing committee on school legislation.

"4. Appoint a salaried secretary, whose duty, among other duties, it shall be to act as circulating medium.

**Create an Educational Journal**

"5. Adopt or create an educational journal as the official organ of the association.

"6. Induce the various alumni associations to appoint standing educational committees and to send delegates to the California Teachers' Association meetings.

"7. Differentiate programs so that the district organizations will emphasize especially educational problems and conditions. The smaller units, such as county institutes, should receive special attention at the meetings of these district associations.

"8. Concentrate from time to time throughout the State on the broader educational and sociological questions with a view to developing a public opinion among the teachers."

**A Period of Discussion**

The foregoing expressions, representing all sections of California, have been selected out of a larger mass of contributions which cannot be included within the limits of this report. Several ideas seem to be common to all, or nearly all, of the answers. Beyond this, however, there is not alone a great richness of suggestion, but considerable diversity, so that your committee is not assured that the time has arrived for any final action by the association. It may be recalled that when the idea of incorporation was brought up, the matter was permitted to lie over for a year, to allow for a more deliberate weighing of the benefits of such a move. And now the question of definite affiliation, affecting as it does so many organizations, would seem likewise to call for a period of discussion that final action may crystallize into definite results.

**Organizations Affected**

Your committee believes that any plan of affiliation should take into account not only the great teachers' associations of the State, but the schoolmasters' clubs, the women's educational clubs, the alumni associations of the universities and State normal schools, the biennial convention of superintendents and such other organizations within the State as are directly interested in educational work. Your

committee believes that no plan for affiliation should seek to displace or absorb the organizations now in existence. Each organization should work out its own special problems in its own way.

#### **Unity of Action on Large Problems**

By affiliation we can secure unity of action on the larger problems, affecting all sections and all interests, leaving local problems and special interests to be dealt with by the local organizations especially concerned. In other words, the committee believes in a concert of action on matters of common interest.

#### **The Starting Point.**

As a starting point, the committee suggests that the incoming president of the California Teachers' Association arrange for a meeting of the presidents and secretaries of the various educational organizations and interests. As the Legislature will be in session next week and many matters of school legislation will come before that body, this meeting, if called, should be called at once.

#### **Concert of Action for 1909**

At this meeting of presidents and secretaries a concert of action for 1909 can be worked out. If by such a concert of action, a few, a very few, questions of vital interest can be taken up, results are sure to follow. At this gathering the question of a more definite affiliation can be discussed and any conclusions reached reported back to each organization for final action.

#### **Affiliation of Departments**

There is a closely related matter which should be given some thought in this connection, that of bringing about a more effective co-operation among the component departments of the State association itself. A similar concert of action among the departments of the National Educational Association has been notably productive of results.

#### **Favor Official Journal**

A number of letters quoted in this report have touched upon the question of an official journal for the association. Under Section 1521 of the Political Code it is made the duty of the State Board of Education "to designate some educational public journal as the official organ of the Department of Public Instruction."

#### **Favors Secretary as Editor**

If, as suggested by President Dailey at Santa Cruz, "the secretary could be made editor of the official journal," the latter publication would render to the schools of the State a three-fold service, giving to every teacher in California the utterances of the State Department, the announcements and a digest of the proceedings of the State association in addition to a standard presentation of educational movements beyond our State borders. The publication, while still serving as the official organ of the Department of Public Instruction, would thus be broadened in its scope, representing the life of all the educa-



tional factors of the State, and, in addition, keeping us in touch with the great world movement along our professional lines.

#### **Favors Permanent Salaried Secretary**

A vital element in working out any plan of co-operation is the organizing ability of the secretary of this association. Not only should the secretary be an organizer (as many have been in the past), but he should devote his entire time to the work of the association. With a continuing secretary we will have cumulative effort, a continuity of policy that cannot but be a powerful factor in securing the active co-operation of all California's educational organizations.

#### **Problem as Seen by Ex-President Biedenbach**

As shown by ex-president Biedenbach in a recent article in the Western Journal of Education, "the association has been hampered by a lack of continuity in its official life. \* \* \* That complete accomplishment which a continuous official life makes possible, has been lacking."

#### **President Dailey's Vigorous Comment**

In his annual report at Santa Cruz last December, President Dailey puts the need of a permanent secretary in the following vigorous comment:

"This association can never be what it ought to be, and can never wield the influence that it ought to wield, until it has a secretary who can devote the larger part or all of his time to the interests of the association. If the secretary could be made editor of the official journal and to the securing of increased memberships to the association, this California Teachers' Association could be made a body of great influence and power in this State."

#### **Professor Cubberley on Secretaryship**

As pointed out by Professor E. P. Cubberley in last January's issue of the official journal, "Such a position ought to command the services of one of the best young school men in the State, and would demand business ability, brains, energy, fearlessness, high personal integrity and a clear understanding of educational principles and educational needs."

#### **Committee's Recommendation**

The committee recommends to the Board of Directors of this association the selection of a permanent secretary, capable of managing the affairs of the association and of editing any official journal that may be established. The committee believes that on the wise selection of a permanent secretary, devoting his full time to the association, will depend the success of any plan for securing the affiliation of the various educational organizations of the State.

#### **An Educational Clearing House for California**

With a salaried secretary acting, in the words of Dr. Lange, "as a circulating medium," the California Teachers' Association would become the educational clearing house of the State. Under the

direction of the Board of Directors all details of any plans for affiliation could be worked out in a systematic manner. With a secretary of the right type working on full time, the work of the association can be kept in touch with every educational organization and with the teaching force in every county and city in California. With such a secretary the problem of affiliation will present fewer real difficulties.

#### **Lesson From Commercial Organizations**

The success of the National Educational Association is largely due to the continuous policy carried out by Secretary Shepard. In California a lesson on the success of such a policy may be drawn from the work of such commercial organizations as the Los Angeles Chamber of Commerce, the Stockton Chamber of Commerce, the State Board of Trade and the California Promotion Committee. Those organizations have not only worked out their own commercial problems, but have each secured the hearty co-operation of other organizations in their respective fields, and all owing to two things: First, to the peculiar fitness of their secretaries or managers for the work and, secondly, to the cumulative effect of a continuous policy.

#### **Recommendations**

In conclusion the committee submits for your consideration the following recommendations as the beginning of a constructive policy for securing the affiliation of the various educational organizations and interests of California:

1. That the incoming president of the California Teachers' Association be requested to call a meeting of the presidents and secretaries of the various teachers' organizations for the earliest possible date in January.

2. That at this meeting at least three matters be considered, viz.: 1. A concert of action on matters of common interest for the year 1909; 2. Plans for affiliation; 3. School legislation.

3. That the president of the California Teachers' Association be requested to arrange for a joint conference, not later than July of each year, with the presidents and secretaries of the various departments to harmonize programs, avoid duplication of work and secure the active co-operation of each department in the general plans of the association and of affiliated organizations.

4. That the Board of Directors of the California Teachers' Association be urged at once to consider the feasibility of establishing a high-class educational monthly journal, with the hope that such journal may have sufficient merit as to fully warrant the State Board of Education in designating it as the official organ of the Department of Public Instruction.

5. That the Board of Directors be urged to appoint at the earliest possible moment a permanent salaried secretary, capable of directing the affairs of the association and of editing any journal that may be established.

*Signed* JAS. A. BARR, Chairman

# Gleanings

## ELEMENTARY AND HIGH SCHOOLS

Miss Jane Brownlee, of New York City, has been lecturing to teachers in cities about the way on the education of the child. Her topics are: A Plan for Moral Training for the Public Schools; The Child; Body, Mind and Spirit; Thought Power in Home and School. Her lectures have been remarkably well received.

\* \* \* \*

Superintendent Will C. Wood, of Alameda, has just rendered a report on the conditions and needs of the Alameda school department to meet the growth of the past few years, and has recommended a bond issue of \$235,000 for improving and enlarging the schools and for equipping a polytechnic department in the high school.

\* \* \* \*

Superintendent of Public Instruction Edward Hyatt in a letter says there are ten thousand two hundred and twenty-two teachers in California. Of this number fifty-two per cent are professionally trained. The graduates of California State normal schools number three thousand three hundred and sixteen and of California universities one thousand and forty-five. There are nine hundred and thirty-six teachers who received their professional training outside the State.

\* \* \* \*

A movement is on foot to open a summer school in manual training, domestic science, arts and crafts at San Jose high school. Mr. Charles L. Jacobs, of San Jose; Professor Harshe, of Stanford; Professor J. E. Addicott, formerly principal of Newman Manual Training School at New Orleans, and Mr. Frank K. Barthel, of San Francisco, are mentioned as probable instructors.

\* \* \* \*

Berkeley has adopted a new charter modeled after the charter of Galveston and Des Moines. According to the new charter the Board of Education will consist of four members elected at large and one member of the City Council. The idea of having one member as a connecting link between the two boards is a new one and the practical working out of the plan will be watched with interest.

\* \* \* \*

The demand for technical training in California is growing, if we are to judge from the number of polytechnic schools proposed in the Legislature. Bills have been introduced providing for State polytechnic schools, similar to the San Luis Obispo school, at Escondido and Redding. Another bill provides for a special trade school for orphans, half-orphans and other dependent children. Senator Wolfe has also asked an appropriation for a State trade school in San Francisco.

With the exception of male teachers in the high schools, all teachers in Fresno city have applied for an increase in salary to take effect March 1.

\* \* \* \*

Coalinga schools are overcrowded to such extent that it has been found necessary to add another building.

\* \* \* \*

Jacob A. Riis will come to California about the middle of March to begin his series of lectures throughout the State.

\* \* \* \*

Dr. James A. B. Sherer, formerly president of Newberry College, South Carolina, has been elected president of Throop Polytechnic Institute at Pasadena. Dr. Sherer comes with a fine record at Newberry for administrative work. He is just the sort of man needed while the new Throop is building.

\* \* \* \*

San Jose high school has added to its curriculum a class in wood-work for boys and a class in cooking and sewing for girls. The boys will do ten hours' work each week in the shop and the girls will do six hours' cooking and four hours' sewing.

\* \* \* \*

The Board of Education of Napa has awarded contracts for the new Washington grammar school and the new high school buildings. The latter will cost \$30,000.

\* \* \* \*

The principals of the various high schools in Fresno county have formed a club for professional improvement. Among other things, they will arrange a program for the high school section at the teachers' institute.

\* \* \* \*

The Fresno city Board of Education is considering the proposition of calling a \$200,000 bond election for the purpose of increasing school facilities.

\* \* \* \*

The Fresno County Board of Education has prescribed the following books in pedagogy for those who are preparing to take teachers' examinations: Bagley's Classroom Management, Quick's Educational Reformer, and James' Talks to Teachers on Psychology.

\* \* \* \*

San Leandro is planning the erection of a fourteen-room fire-proof school building.

\* \* \* \*

The Fresno County institute will be held in Fresno, March 2-5.

Mrs. N. E. Davedson, superintendent of Kings County, has called her teachers' institute for February 23d, 24th and 25th. The lecturers will be Allison Ware, Mark Keppel, Estelle Carpenter (in music) and Mildred Linendoll (in domestic science).

\* \* \* \*

Superintendent Bagnelle, of Madera, will call her institute in connection with the Fresno County institute. Professor E. P. Cumberley, Professor E. D. Adams, Professor C. E. Rugh, and Superintendent Marh Keppel will be the instructors.

\* \* \* \*

At the beginning of this term, it was necessary to turn more than two hundred students away from the Polytechnic High School in Los Angeles, because the building was already taxed to the limit of its capacity.

\* \* \* \*

A school for Chinese children supported by the Chinese Government was opened in San Francisco, February 8th. The curriculum includes science and literature as taught in China.

\* \* \* \*

The College of Agriculture at Berkeley has been rendering excellent educational service by means of its "demonstration car." If farmers will not come to the college the college will come to the farmers.

\* \* \* \*

Professor Henry Suzzallo, formerly of Stanford University, but now of Columbia, is editing a series of Educational Monographs which will be published by Houghton, Mifflin & Company.

\* \* \* \*

San Jose has provided a course in domestic science in the night school for women and girls who are employed in the daytime.

\* \* \* \*

Superintendent Alfred Roncovieri has called the San Francisco institute for March 31st, April 1st and 2d.

\* \* \* \*

Fresno and San Jose have made beginnings in health and development work.

\* \* \* \*

Lewis B. Avery, principal of the San Jose High School, is a contributor to the February number of "School Science and Mathematics." His topic is "High School Physics."

\* \* \* \*

Imperial proposes to issue \$40,000 for new school buildings.

\* \* \* \*

The Stockton Board of Education has offered a reward of one hundred dollars for information leading to the detection and conviction

tion of certain high school students for exploding bombs in the building and for placarding the town with offensive posters aimed at the principal. The Stockton Board is to be commended for its square-toed stand.

\* \* \* \*

The Lincoln Day programs issued by the State Superintendent proved a great help to schools everywhere. The material was well selected, the appearance of the pamphlet attractive, and the comments timely. The little book should be filed in every library for future use.

\* \* \* \*

Our cover for this issue was designed by Miss Adele Barnes, a student in the California School of Arts and Crafts, Berkeley. It reflects credit on both Miss Barnes and the school.

\* \* \* \*

To Mrs. Belle Smythe Gribi, County Superintendent of Merced, belongs the distinction of sending in the first subscription for the News under the new management.

\* \* \* \*

Watsonville recently carried a bond issue of \$40,000 for the erection of a primary school.

\* \* \* \*

The Los Angeles City School District on January 6th voted school bonds to the total amount of \$720,000; \$240,000 for common school purposes, and \$480,000 for high schools. The bonds carried by a good majority.

\* \* \* \*

On January 25th the following order was adopted by the Los Angeles Board of Education: "A pupil in any of the high schools, who, during three months of the school term has failed to do the work required in three or more studies, or whose conduct does not conform to the requirements of the school, and who has shown a lack of reasonable effort to reach a satisfactory standard, may, on recommendation of the principal of the school, be placed on probation by the superintendent; and if he has not made his record satisfactory by the end of the term, he may, on recommendation of the principal and the superintendent, be suspended from school. The pupil so excluded shall not be readmitted till the beginning of the next school year. A second exclusion shall be final.

"No pupil whose conduct or work in school is unsatisfactory shall be allowed to take part in any public contest or entertainment of any sort, or in any way be connected with the management of student affairs, or to represent the school in any public capacity whatever."

To provide instruction for all students who are about to finish the work of the eighth grade, the Los Angeles Board of Education has organized an independent high school to be known as the Olive Street High School. Dr. Albert E. Wilson, at present head of the department of modern languages in the Los Angeles High School, has been appointed acting principal. It is intended to give only the work of the ninth grade there at present.

### OUTSIDE THE STATE.

Edwin G. Cooley, City Superintendent of Chicago for the last nine years, has resigned his \$10,000 position to accept the presidency of D. C. Heath & Co. at a salary of \$12,000 and an interest in the business.

\* \* \* \*

Dr. Richard C. Maclaurin, professor of Mathematical physics at Columbia, has accepted the presidency of a Massachusetts Institute of Technology.

\* \* \* \*

Carroll D. Wright, president of Clark College and formerly United States Commissioner of Labor, died in Worcester, Massachusetts, February 20th. President Wright was one of our leading statisticians, and also an authority on labor questions.

\* \* \* \*

John Burroughs, eminent naturalist and author and friend of President Roosevelt, is on his way west to visit the Grand Canyon of the Colorado, and California.

\* \* \* \*

President-elect Taft, speaking at the exercises at the University of Pennsylvania commemorative of the birth of Washington, chose for his topic "Present Relations of the Learned Professions to Political Government." Discussing teachers, he said, "Their relation to politics and government is of the utmost importance, though indirect. The teacher may excise great indirect political influence by the encouragement that he ought to give to the young man of college age and life in the study and pursuit of politics."

\* \* \* \*

Recent statistics show that South Carolina is still at the bottom of the list in educational matters. The State maintains only 4,995 schools for a population of 511,896 children between the ages of five and eighteen years, which is an average of one school for 102 children. Only 222,189, or 40 per cent of these children are in schools and these are given an average of only 96 days of schooling during the year.



The next convention of the American Physical Education Association will meet in Philadelphia next April. The chief topics for discussion will be The Place of Physical Education; Playgrounds as an Educational Factor; and Physical Education for Girls in the High School.

\* \* \* \*

Dr. James Burrell Angell has resigned the presidency of the University of Michigan after thirty-eight years service. He will accept the chancellorship, an honorary office which has just been created by the Board of Regents.

\* \* \* \*

The Rhodes Scholarship Committee announces that qualifying examinations for 1910 will be held in October of this year instead of January. The purpose is to enable the students to enter Oxford at an earlier date.

\* \* \* \*

The Utah State Teachers' Association is waging a campaign for a constitutional amendment providing State aid for high schools.

\* \* \* \*

Worcester in Massachusetts is providing a course of lectures in the elementary school buildings. The speakers, none of whom is paid more than ten dollars, are to be paid out of the school funds.

\* \* \* \*

In New York State a special department of trades schools has been established. The legislature has made provision for the apportionment of \$500, with increased amounts for additional teachers, to each trades school which will employ a properly certified teacher and keep school forty weeks each year with an average daily attendance of twenty-five pupils.

\* \* \* \*

The manufacturers of Syracuse, New York, have established a trade school where boys can learn certain trades. The curriculum includes the various trades work and, in addition, drawing, shop mathematics, and talks on industrial conditions. The boys are paid eight cents an hour and the day is limited to seven and one-half hours.

\* \* \* \*

Superintendent William H. Marwell, of New York, estimates that one-third of the children in the schools of that city are suffering from mal-nutrition. In his report to the Board he says: "What a sad commentary it is upon our boasted civilization that in the largest and richest city in America, 17,000 children should be suffering from bad food and lack of food. And how ridiculous it is to compel children to attend school when their hungry stomachs will not permit them to learn."

Statistics compiled by the president of the State Teachers' Association in Pennsylvania show that the percentage of teachers who are members of the State Teachers' Association is highest in Connecticut where 90 per cent are enrolled. Other States rank as follows: Rhode Island, 88 per cent; New Jersey, 65 per cent; New Mexico, 50 per cent; California, 27 per cent; Idaho, 25 per cent, and Alabama, 18 per cent.

\* \* \* \*

Advance sheets of the Report of the United States Commissioner of Education show that there are nineteen million students enrolled in the public and private schools of the country. The average length of the common school year has advanced from one hundred and thirty days to one hundred and fifty days. The percentage of attendance has increased from 65 to 70. The high schools have enrolled 1.13 per cent of the entire population of the country. Of the 475,000 teachers in the common schools only 22½ per cent are men and this percentage has been gradually decreasing for ten years or more.

\* \* \* \*

Superintendent Cooley, of Chicago, has made a successful experiment in that city in the matter of continuation schools similar to those of Germany. He is urging upon his board the extension and improvement of that feature. He would lengthen the school term and increase the number of night schools which give practical and vocational courses, and would render it easier for those who work all day to pursue their studies at night.

\* \* \* \*

An association to be known as the North American Teachers' League has been organized for the purpose of improving the status of teachers. Mr. Frederick A. Tupper, headmaster of Brighton High School in Boston, is the organizer of the league, which is open to any North American teacher of good character. Briefly, the platform is: Higher salaries, pensions for teachers, tenure of office, sabbatical year's leave at half pay, National and State aid to education, extension of teachers' legal rights, academic freedom, reciprocity in State certificates, higher professional skill, and better physical conditions for pupils and teachers.

\* \* \* \*

Some time ago President Roosevelt appointed a commission to study the conditions of rural life and suggest ways and means of improving these conditions. Professor L. H. Bailey, of Cornell, was chairman of this committee which has just rendered its report after touring the country. After entering into the details of rural conditions the report states the following three great needs for the improvement of rural life: Effective co-operation, better means of communication, and "a new kind of schools in the country which shall teach children as much out-doors as in-doors, and perhaps more, so that they will prepare for country life and not for city life as at present."

**UNIVERSITIES OF THE STATE.**

Dr. David Starr Jordan delivered a lecture in the Philosophical Union at Berkeley, January 29th, on "The Present Status of the Evolution Problem." He was listened to with more than ordinary interest on account of his deep insight into this great problem. He expressed the opinion that the recent observations of De Vries and others have not modified to any great extent the main theses of Darwin.

\* \* \* \*

A bill has been introduced in the legislature appropriating \$50,000 for a teachers' training school in connection with the State University.

\* \* \* \*

The University of California has outstripped a majority of the universities in the size of its graduate department. California now stands second only to Columbia University, which has nine hundred and fifty-eight graduate students.

\* \* \* \*

Statistics of the past year show that while Chicago, Harvard, Princeton, Stanford and Virginia have suffered losses in the number of men students, California, Michigan, Minnesota, Nebraska, and Northwestern have gained in this respect.

\* \* \* \*

Dr. George Hempl, professor of Germanic literature at Stanford, has, after years of research, discovered a key to the Etruscan language.

\* \* \* \*

Hon. James Bryce, British ambassador at Washington, will visit California in March. While here he will address the students of the University of California and Stanford University.

\* \* \* \*

In a recent communication to the Greek letter organizations of Stanford, President Jordan pointed out that the scholarship of fraternity members as a class is considerably below that of the student body as a whole. Certain recommendations are made looking toward the betterment of college fraternities.

\* \* \* \*

The faculty of Stanford University has been strengthened recently by the appointment of Dr. Thomas Arkle Clarke, of the University of Illinois, to the chair in English; Dr. Edward B. Kriebel, of the University of Chicago, to the associate professorship in history; and Dr. William Fitch Cheney, formerly of Cooper Medical College, to the department of physiology.

\* \* \* \*

The legislature has passed a law under which graduates in the law department of the State University and of Stanford will be admitted to practice law without examination.

\* \* \* \*

President Wheeler is now preparing a series of addresses to be given at the University of Berlin next fall.

## OUR BOOK SHELF

**Palen and Henderson's What and How.** By H. O. Palen and Anna W. Henderson. Cloth, 159 pages; illustrated. Price, \$2.00, postpaid. Milton Bradley Company, Springfield, Massachusetts.

A beautiful book full of helpful suggestions on handwork for young pupils. It contains chapters on Stick-laying, Weaving, Free-hand Cutting, Form and Color, Clay Modeling, Sewing, and Construction Work. There are many beautiful colored plates and easy models for constructive work. The book fills a long-felt want in presenting clearly and beautifully what is worth while in the way of handwork for children and how to do it. The book needs to be seen to be properly appreciated.

\* \* \* \*

**World Book of Temperance.** By Dr. and Mrs. Wilbur F. Crafts. 128 pages, octavo; illustrated. Price, cloth, 75 cents; paper, 35 cents. International Reform Bureau, 206 Pennsylvania avenue, Washington, D. C.

This book aims to furnish public school teachers, Sunday school teachers and temperance workers with up-to-date experiments, statistics and illustrations to illuminate temperance lessons, Biblical, historical and scientific. The very latest experiments showing the influence of alcohol on brain and heart and stomach are given from forty eminent doctors of many lands in an authoritative form. The very latest statistics that show the effect of license and no license are here given with painstaking accuracy. There are many good stories and other telling illustrations.

\* \* \* \*

**Cummings' Nature Study for Primary Grades.** By Horace H. Cummings, B. S., Former Supervisor of Nature Study, State Normal School, University of Utah. Cloth, 12mo, 180 pages, with illustrations. Price, \$1.00. American Book Company, New York.

A helpful teachers' manual for the first three grades. The children are interested in the various forms of life by constant appeal to their instinct to investigate and their love of imitation. The outlines given, to be developed by the teacher, are based upon familiar experiences and facts, and many field lessons are arranged for. Pupils are encouraged to make original observations and experiments, and to give natural principles their practical applications. In addition to animal and plant life, the lessons deal with physics, physiology and hygiene. Suggestions are given for making apparatus and materials and for caring for a school garden. The many illustrations are clear and helpful. The book is the result of over ten years' test of the lessons in the class room, and is suitable for use in any part of the country.

\* \* \* \*

**MacConnell's Standard Songs and Choruses for High Schools.** By Marie F. MacConnell, Director of Music, High Schools, New York

City. Cloth, 8vo, 256 pages. Price, 75 cents. American Book Company, New York.

In this book are ninety-eight selections, comprising part songs, excerpts from operas and oratorios, choruses and folk songs, in which special attention has been paid to the voice range for all parts. Some of the classical songs of Schumann, Schubert, Grieg and others are given in the original version for one voice, thus enabling all the singers to learn the original melody. For a large number of the songs from German composers original translations of the words have been made, while in the case of a few of the songs both the German and the English words are given.

\* \* \* \*

**Forman's Essentials in Civil Government.** By S. E. Forman, Ph. D. Cloth, 12mo, 224 pages; illustrated. Price, 60 cents. American Book Company, New York.

The aim of this little book, intended for the last years of grammar school and the first years of the high school, is to establish high political ideals, to promote good citizenship. Incidentally, it teaches many important facts concerning the forms and workings of our government. Each lesson in civics is made a lesson in political ethics. Good citizenship is recognized to be an affair both of the head and of the heart. The general subject of government and the duties of the various government officers are treated with considerable fullness.

# California Educational Directory

Edward Hyatt, Superintendent of Public Instruction.

## STATE BOARD OF EDUCATION.

J. N. Gillett, Governor .....	Sacramento
President of the Board.	
Edward Hyatt, Superintendent Public Instruction .....	Sacramento
Secretary of the Board.	
Morris E. Dailey .....	San Jose
President of State Normal School.	
J. F. Millspaugh .....	Los Angeles
President of State Normal School.	
C. C. Van Liew .....	Chico
President of State Normal School.	
Samuel T. Black .....	San Diego
President of State Normal School.	
Frederick L. Burk .....	San Francisco
President of State Normal School.	
Benjamin Ide Wheeler .....	Berkeley
President of State University.	
Alexis F. Lange .....	Berkeley
Professor of Education, University of California.	

## STATE TEXT-BOOK COMMITTEE.

J. N. Gillett, Governor .....	Sacramento
Edward Hyatt, Supt. Pub. Instruct. ....	Sacramento
C. C. Van Liew .....	Chico
Geo. L. Sackett, Secretary, Sacramento.	

## CALIFORNIA TEACHERS' ASSOCIATION.

E. Morris Cox, President .....	San Rafael
L. E. Armstrong, Secretary .....	Alameda

## BOARD OF DIRECTORS.

E. Morris Cox .....	San Rafael
Alexis F. Lange .....	Berkeley
C. C. Van Liew .....	Chico
E. C. Moore .....	Los Angeles
Morris E. Dailey .....	San Jose
Alexander Sherriffs .....	San Jose
Jessica B. Peixotto .....	Berkeley
J. W. McClymonds .....	Oakland
Frank F. Bunker .....	Berkeley
L. E. Armstrong, Secretary, Alameda.	

## SOUTHERN CALIFORNIA TEACHERS' ASSOCIATION.

E. C. Moore, President .....	Los Angeles
Wayne P. Smith, Secretary .....	Redlands

## TEACHERS' ASSOCIATION OF NORTHERN CALIFORNIA.

W. M. McKay, President .....	Chico
Lulu E. White, Secretary .....	Redding

## NOW READY WHAT AND HOW

A new book of unusual interest to both grade and rural district teachers, containing chapters on

**Clay Modeling      Weaving      Sewing**  
**Cutting      Stick-Laying      Construction Work**

Arranged and organized into a graded course of work, outlining an occupation for each day of the week. Beautifully illustrated with color plates. Price \$2.00, postpaid.

*Illustrated Circular Sent on Request*

### Bradley's Graded Color Portfolios

New and going like wildfire among teachers who wish to do color work without the help of a supervisor. Very definite directions accompany each portfolio.

**Portfolio No. 1** covers the first and second grades—medium used colored crayons. Per set, \$0.35

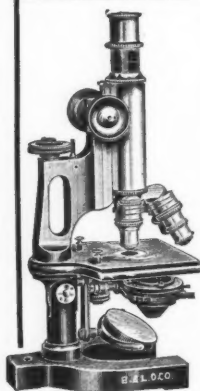
**Portfolio No. 2** covers the third, fourth and fifth grades—medium used Bradley's Standard Water Colors—B-1 box. Per set, \$0.35

**Portfolio No. 3** covers the sixth, seventh, and eighth grades—medium used, Bradley's Standard Water Colors—B-1 box. Per set, \$0.35

**MILTON BRADLEY CO.**

**147-151 Grove Street**

**San Francisco, California**



You can buy  
direct of  
the manu-  
facturers  
Microscopes,  
Laboratory  
Chemicals  
and  
Glassware,  
Magnifiers  
and  
Biological  
Supplies by  
writing us.

**Bausch & Lomb Optical Co.**  
of California

154 SUTTER ST., SAN FRANCISCO

Factories  
ROCHESTER, N. Y.  
FRANKFORT, a/M, GERMANY

### The Fisk Teachers' Agencies

Over 27,000 Positions Filled  
Over 4,000 on Pacific Coast

THE LARGEST TEACHERS' AGENCY  
IN THE WORLD

#### CALIFORNIA OFFICES

**LOS ANGELES, 238 Douglas Bldg.**  
**BERKELEY, 2142 Shattuck Avenue**

#### OTHER OFFICES

Boston, Mass., New York, N.Y., Wash-  
ington, D. C., Chicago, Ill., Minne-  
apolis, Minn., Denver, Colo., Spokane,  
Wash., Portland, Ore., Seattle, Wash.,  
Cincinnati, Ohio.

Send for Agency Manual and  
Registration Form Free

"The Fisk Teachers' Agencies have had a  
wonderful record and their managers are men  
of integrity and ability"—Western Journal of  
Education.

Say you saw it in the Sierra Educational News.



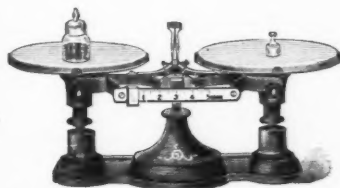
# Sierra Educational News

A Monthly Magazine Devoted to the Interests of the  
Teaching Profession

**THAT MEANS YOU**

*BY HELPING US, YOU HELP YOURSELF*

SUBSCRIPTIONS CHEERFULLY RECEIVED  
ONE DOLLAR PER YEAR



We have at all times a most  
complete assortment of

## **Chemicals and Glassware**

for Laboratory Work in Schools  
and Colleges.

*Send for our Catalogue*

**JUSTINIAN CAIRE COMPANY**  
578 MARKET ST. SAN FRANCISCO, CAL.

## The "ADJUSTABLE"

A substitute for and improvement upon  
Blackboards or Charts

Price \$25.00, discount for cash with mail order.  
Returnable if not satisfactory. Write for descriptive  
circulars to

E. C. Boynton, Sales Agent, Kamm Bldg., S. F.

## KEUFFEL & ESSER CO.

of New York  
48-50 Second Street San Francisco

Our ANVIL Drawing Paper is the result  
of 35 years' careful study of the draftsman's  
needs and has acquired an excellent and wide  
reputation. It is tough, hard, uniform in  
grain and finish, stands erasing very well and  
takes ink and water color perfectly.

## HENRY F. STARBUCK

ARCHITECT

School Buildings a specialty. Expert  
in heating and ventilation

ROOM 4 MACDONOUGH BUILDING  
OAKLAND, CALIFORNIA

Say you saw it in the Sierra Educational News.

## Larson & Company

Designers and Makers of

Class, College and Fraternity Pins and Badges

Designs and Estimates upon request.

2116 Sutter St., at Steiner St.

## JUST ONE BLACKBOARD

that is perfect

**Olmstead Artificial Slate**

We can prove it.—ASK US

We are also headquarters for

**"Everything for Schools"**

**The WHITAKER & RAY CO.**

141 Grove Street  
114 E. 6th Street

San Francisco.  
Los Angeles

## California College

and Its Allied Schools

*The Academy*

*The Sub-Academy*

*The School of Fine Arts*

*The School of Business*

Boarding students accommodated

Co-educational

The Academy accredited

Positions open to graduates of the business department

Exceptional opportunities in Music and Art

Domestic Sciences for all grades

Individual promotion in lower school

Tuition and other expenses reasonable

For information address Registrar,  
California College, Oakland.

**Arthur Amsden Macurda, M.A.**  
President

## FINANCIALLY INTERESTING

The firm of **McNEAR & WAYMAN**,  
General Agents for the  
Pacific Coast of the

**National Fire Insurance Company of Hartford**

**Mechanics and Traders Insurance Company of New Orleans**  
**Colonial Fire Underwriters of Hartford**

desire an agency for these Companies in every city, town and village in this territory. It occurs to us that some of the teachers may have the time and inclination to take up fire insurance work and thereby add to their income by soliciting fire insurance in their locality, and thus acquire knowledge of a profession which expands with the growth of the country and is in itself a means of livelihood. There are many towns in which we are actively represented at the present time, but there are some where we are not so planted and these are the points where we desire active representation.

We will be pleased to have you write us providing you are interested.

**McNEAR & WAYMAN, General Agents**  
P. O. BOX 2633 NATIONAL BLDG.  
SAN FRANCISCO, CALIFORNIA

## NEW BOOKS

*Dame Wiggins of Lee* - \$ .30  
*The Cat School* - - - .30  
*The Nixie Well* - - - .30  
*Lesson Plans—Domestic Animals* - - - .50

Our 1909 Catalogues of Supplementary Reading, School Libraries, and Classics now ready for distribution. Sent free to any address.

**EDUCATIONAL PUBLISHING CO.**  
717 Market St., San Francisco, Cal.

## CAMERA CRAFT

The Leading Photographic Journal

BEAUTIFULLY ILLUSTRATED

Not too technical for the Amateur  
Not too simple for the Professional

**Practical** **Readable**  
\$1.00 A YEAR. 10c. A COPY

**FAYETTE J. CLUTE, Editor.**  
713 Call Building, San Francisco

Say you saw It in the Sierra Educational News.

# California Teachers' Agencies

## BOYNTON AND ESTERLY

717 Market Street, San Francisco. 525 Stimson Block, Los Angeles

21st. year. Nearly 4000 teachers located on Pacific Slope by present managers.

### To Teachers

The California Teacher's Agency offers the **business method** of securing positions.

It saves self-respecting teachers the humiliation of hawking their own merits on the market.

It puts successful teachers on a higher plane than mediocres and failures.

It follows the leading universities and professional schools in discountenancing the use of testimonials in the hands of teachers, and substitutes confidential reference-letters restricted to the employer and Agency.

### To School Officials

We recommend teachers according to their merits.

Our list includes the experienced and inexperienced.

Our list includes Normal, College and University graduates.

Our list includes Kindergartners and Specialists as well as Principals, Superintendents and Presidents of Normals and Universities.

We supply Families, Schools and Higher Institutions.

We make no charge to the employer for our services.

The more complete our information of requirements and conditions the better we can meet them.

# Teachers and Clerks

Before making up your next order try writing  
GINN & COMPANY direct.

We have a new illustrated catalogue of juvenile books, graded and classified, on History—Geography—Biography—Nature—Myth and Story. We have our own store here and are ready to give you the RIGHT books at the RIGHT prices.

Books will be sent to *teachers* on approval. Why buy something that you do not want when you have this opportunity?

---

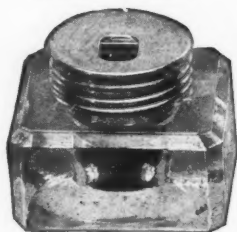
GINN & COMPANY, Publishers

717 Market Street

San Francisco

Say you saw it in the Sierra Educational News.

## Are Your Inkwells Satisfactory?



¶ One of the big problems of school room equipment is that of inkwells. The **Jacobus Pneumatic Inkwell** is the most satisfactory inkwell ever devised. ¶ It prevents evaporation or spilling of ink, is flush with desk top, neat, cleanly and attractive. ¶ Made in two forms, one for pupils' desks and one for teachers or principals, or office use. See cut above. ¶ Sample desk well 25c postpaid. Write for prices, stating quantity. ¶ Teachers and Principals should send for our complete illustrated catalog of **School Merchandise**. It's free for the asking and it's worth asking for too!

**C. F. WEBER & CO.**

1151 Polk St.  
San Francisco

210-212 N. Main St.  
Los Angeles

Phone Kearny 4601

Steam Heat

## Royal House

F. L. TURPIN, Mgr.

**Cafe in connection. Spacious  
Lobby and Ladies' Parlor**

Formerly at 126 ELLIS STREET  
has reopened at the

**Corner of Fourth and Howard Sts.  
San Francisco, Cal.**

From 3rd and Townsend, take 4th St.  
Car direct. From Ferry, take Howard  
Street Car to 4th.

### SPECIAL RATES TO TEACHERS

The same rates prevail as before the fire.

**\$.50, \$.75, \$1.00, \$1.50 per day.**

With bath, \$2.00 per day. Reduced rates  
by the week.

New House. Re-Inforced Concrete.  
Fire-proof.

## CUNNINGHAM, CURTIS & WELCH

**SCHOOL BOOKS SCHOOL STATIONERY**

Publishers of PARSON'S CALIFORNIA WILD FLOWERS  
Depository for the Leading EDUCATIONAL PUBLISHERS

365-571 Market St., San Francisco.

252 So. Spring St., Los Angeles.

## BOLTE & BRADEN CO.

Printers



Publishers

**BUSINESS  
BUILDERS**

50 MAIN STREET

SAN FRANCISCO

Say you saw it in the Sierra Educational News.





# THE BEST BOOK ON CIVICS

## CLARK'S THE GOVERNMENT WHAT IT IS      WHAT IT DOES

---

75 Cents

The subject of civics is here presented in a new way. The first third of the book tells about government in general, and treats of the chief functions of government in a definite and logical manner, in language suited to school pupils. This prepares the pupil to study understandingly our State, Federal and Local systems of government, which are next presented, and to comprehend the division of government work among them and among the different officials. Following this are chapters on certain practical operations of government (trials, lawmaking, etc.,) and on the commoner laws of business and property. The author lays emphasis on the importance of the State governments, and enriches the text with illuminating comparisons with foreign governments. In addition, the book contains supplementary work at the end of each chapter, and many problems of government, maps, and diagrams.

---

### American Book Company

571 Market Street, San Francisco.

New York

Cincinnati

Chicago

Say you saw it in the Sierra Educational News.

# DO NOT BURN YOUR BRIDGES

By giving up your position. But why not make good use of your vacation by taking a course in bookkeeping or stenography, thus preparing for work in the business world or in a commercial high school?

There are opportunities in San Francisco for mature, well-educated men and women who have been specially trained to do office work.

We can give you the special training, and can introduce you to the firms that offer the opportunities.

*Write for full information*

*San Francisco College  
Business*

733 FILLMORE STREET.

***San Francisco, Cal.***

**ALBERT S. WEAVER, President**

Say you saw it in the Sierra Educational News.